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BRYN MAWR COLLEGE

Carola Woerishoffer Graduate
Department of Social Economy and
Social Research

ANNOUNCEMENTS

1919-1920

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BRYN MAWR, PENNSYLVANIA
Published by Bryn Mawr College
July, 1919

ACADEMIC YEAR, 1919-20.

September 29th.	Registration of students. Halls of Residence open for students at three p. m.
September 30th.	Registration of students.
October 1st.	The work of the thirty-fifth academic year begins at a quarter to nine o'clock.
November 26th.	Thanksgiving vacation begins at one o'clock.
December 1st.	Thanksgiving vacation ends at nine o'clock.
December 22th.	Christmas vacation begins at one o'clock.
January 6th.	Christmas vacation ends at nine o'clock.
January 21st.	Half-yearly collegiate examinations begin.
January 31st.	Collegiate examinations end.
	Annual meeting of the Alumnæ Association.
February 2nd.	Vacation.
February 3rd.	Vacation.
February 4th.	The work of the second semester begins at a quarter to nine o'clock.
March 19th.	Announcement of European Fellowships.
March 31st.	Easter vacation begins at one o'clock.
April 8th.	Easter vacation ends at nine o'clock.
May 18th.	Vacation.
May 19th.	Collegiate examinations begin.
May 29th.	Collegiate examinations end.
June 3rd.	Conferring of degrees and close of thirty-fifth academic year.

ACADEMIC YEAR, 1920-21.

September 27th.	Registration of students. Halls of Residence open for students at three p. m.
September 28th.	Registration of students.
September 29th.	The work of the thirty-sixth academic year begins at a quarter to nine o'clock.

OFFICERS OF ADMINISTRATION.

ACADEMIC YEARS, 1918-19 AND 1919-20.

President,

M. CAREY THOMAS, PH.D., LL.D.

Office: Taylor Hall.

Dean of the College and Acting President (e'ect) for 1919-20,

HELEN HERRON TAFT, A.M.

Office: Taylor Hall.

Act'ing Dean (e'ect) of the College for 1919-20,

HILDA WORTHINGTON SMITH, A.M.

Office: Taylor Hall.

Recording Dean and Assistant to the President,

ISABEL MADDISON, B.Sc., PH.D.

Office: Taylor Hall.

Secretary and Registrar of the College,

EDITH ORLADY, A.B.

Office: Taylor Hall.

ACADEMIC APPOINTMENTS.

1918-19 AND 1919-20.

*Carola Woerishoffer Graduate Department of Social Economy
and Social Research and Allied Departments.*

SUSAN MYRA KINGSBURY, PH.D., *Carola Woerishoffer Professor of Social
Economy and Director of the Carola Woerishoffer Graduate Department
of Social Economy and Social Research.*

A.B., College of the Pacific, 1890; A.M., Leland Stanford Jr. University, 1899; Ph.D.,
Columbia University, 1905. University Fellow, Columbia University, 1902-03; Holder
of the European Fellowship of the Women's Education Association, Boston, Mass., 1903-
04; Instructor in History, Vassar College, 1904-05; Director of Investigation, Massa-
chusetts Commission on Industrial and Technical Education, 1905-06; Instructor in
History and Economics and Head of Departments, Simmons College, 1906-07; Assistant,
Associate, and Professor in Economics, Simmons College, and Director of the Depart-
ment of Research, Women's Educational and Industrial Union, Boston, 1907-15.

JAMES H. LEUBA, PH.D., *Professor of Psychology.*

Neuchâtel, Switzerland. B.S., University of Neuchâtel, 1886; Ph.D., Ursinus College,
1888; Scholar in Psychology, Clark University, 1892-93; Fellow in Psychology, Clark
University, 1893-95; Ph.D., Clark University, 1896.

DAVID HILT TENNENT, PH.D., *Professor of Biology.*

S.B., Olivet College, 1900; Ph.D., Johns Hopkins University, 1904. Fellow, Johns Hopkins University, 1902-04; Bruce Fellow, Johns Hopkins University, 1904.

THEODORE DE LEO DE LAGUNA, PH.D., *Professor of Philosophy.*

A.B., University of California, 1896, and A.M., 1899; Ph.D., Cornell University, 1901. Teacher in the Government Schools of the Philippine Islands, 1901-04; Honorary Fellow and Assistant in Philosophy, Cornell University, 1904-05; Assistant Professor of the Philosophy of Education, University of Michigan, 1905-07.

MARION PARRIS SMITH, PH.D., *Professor of Economics.*

A.B., Bryn Mawr College, 1901, and Ph.D., 1908. Graduate Student, Bryn Mawr College, 1902-05, Fellow in Economics and Politics, 1905-06; Bryn Mawr College Research Fellow and Student in Economics and Politics, University of Vienna, 1906-07.

CLARENCE ERROL FERREE, PH.D., *Professor of Experimental Psychology and Director of the Psychological Laboratory.*

B.S., Ohio Wesleyan University, 1900, A.M., 1901, and M.S., 1902; Ph.D., Cornell University, 1909. Fellow in Psychology, Cornell University, 1902-03; Assistant in Psychology, Cornell University, 1903-07.

MATILDE CASTRO, PH.D., *Phebe Anna Thorne Professor of Education and Director of the Phebe Anna Thorne Model School.*

A.B., University of Chicago, 1900, and Ph.D., 1907. Fellow in Philosophy, University of Chicago, 1900-01, 1903-04, 1905-06. Principal of the Morris High School, Morris, Ill., 1901-03; Instructor in Philosophy, Mount Holyoke College, 1904-05; Instructor in Philosophy, Vassar College, 1906-09; Professor and Head of the Department of Philosophy, Rockford College, 1910-12.

GERTRUDE RAND, PH.D., *Associate in Experimental and Applied Psychology.*

A.B., Cornell University, 1908; Ph.D., Bryn Mawr College, 1911. Graduate Scholar in Psychology, Bryn Mawr College, 1908-09, 1911-12, Fellow in Philosophy, 1909-10, Fellow in Psychology, 1910-11, and Sarah Berliner Research Fellow, 1912-13.

GEORGIANA GODDARD KING*, A.M., *Professor of the History of Art.*

A.B., Bryn Mawr College, 1896, and A.M., 1897. Fellow in Philosophy, Bryn Mawr College, 1896-97, and Fellow in English, 1897-98; College de France, First Semester, 1898-99.

CHARLES GHEQUIERE FENWICK, PH.D., *Professor of Political Science.*

A.B., Loyola College, 1898; Ph.D., Johns Hopkins University, 1912. Student of Political Science, Johns Hopkins University, 1909-11; Law Clerk, Division of International Law in the Carnegie Endowment for International Peace, 1911-14; University of Freiburg, summer, 1913; Lecturer on International Law, Washington College of Law, 1912-14.

ANGIE LILLIAN KELLOGG, A.M., *Instructor, and Associate Elect, in Social Economy and Social Research.*

A.B., Vassar College, 1903, and A.M., 1904. Resident Fellow, Vassar College, 1903-04; Teacher of English, Schenectady High School, N. Y., 1904-10; Law Student, 1910-11; Fellow in Philosophy, Bryn Mawr College, 1911-13, and Graduate Scholar and Fellow by Courtesy, 1913-14; Holder of Mary Richardson and Lydia Pratt Babbott Fellowship of Vassar College, 1913-14; awarded A. C. A. European Fellowship for 1914-15; Probation Officer for Girls in Watertown, N. Y., Agent for S. P. C. C. Society of Jefferson Co., N. Y., and Superintendent of Bureau of Charities, Watertown, N. Y., summer of 1911; Officer at Bedford Reformatory, N. Y., summer of 1912; Jefferson County Agent for Dependent and Delinquent Children, 1914-16; Research Field Worker for New York School of Philanthropy, January to May, 1916.

HOWARD JAMES SAVAGE, PH.D., *Associate Professor of Rhetoric and Director of the Work in English Composition.*

A.B., Tufts College, 1907; A.M., Harvard University, 1909, and Ph.D., 1915. Instructor in English, Tufts College, 1908-11; Instructor in English, Harvard University, 1911-13, and at Radcliffe College, 1911-15; Graduate Student, Harvard University, 1908-09; 1913-15; Instructor in the Harvard Summer School, 1912, 1913, 1914, 1915.

ADA HART ARLITT, PH.D., *Associate in Educational Psychology.*

A.B., H. Sophie Newcomb Memorial College of Tulane University, 1913; Ph.D., University of Chicago, 1917. Fellow in Biology, H. Sophie Newcomb Memorial College, 1913-14; Fellow in Psychology, University of Chicago, 1914-16; Fellow in Sprague Institute, 1916-17.

* Granted leave of absence for the year 1919-20.

SAMUEL ARTHUR KING, M.A., *Non-resident Lecturer in English Diction.*
Tynemouth, England. M.A., University of London, 1900. Special Lecturer in Public Speaking, Johns Hopkins University, 1901; Special Lecturer in Speech, University of California, 1902.

ANNA BEZANSON, A.M., *Instructor in Social Economy and Social Research.*
A.B., Radcliffe College, 1915; A.M., 1916. Harvard University, 1915-16. Associated with Business Firm, 1903-11; Assistant in Economic Research, Harvard University, 1916-18; Lecturer on Statistics, Wellesley College, 1917-18.

MARJORIE LORNE FRANKLIN, A.M., *Instructor in Economics and Politics.*
A.B., Barnard College, 1913, and A.M., Columbia University, 1916. Graduate Scholar, Bryn Mawr College, 1913-14 and Fellow in Economics, 1914-15; Columbia University, 1915-16; Library Assistant, American Telephone and Telegraph Co., 1916-17; Instructor in Political Science, Vassar College, 1917-18.

GLADYS PALMER, A.B., *Secretary and Reader (elect) to the Carolina Woerishoffer Department of Social Economy and Social Research.*

ELLEN POTTER, M.D., *Lecturer in Social Hygiene.*

EVA WHITING WHITE, B.S., *Non-resident Lecturer in Social Economy (Community Organization).*

B.S., Simmons College, 1907. Head Resident, Elizabeth Peabody House, Boston, Mass., 1909—; Massachusetts Board of Education, in charge of Vocational Education for Women and Girls, 1910-14; Staff Lecturer, Boston School for Social Work, 1912-14; Massachusetts Homestead Commission, 1916—; Massachusetts Immigration Commission, 1916; Survey of Public Schools, Gary, Ind., 1916; Vice-Chairman, Federal Commission on Living Conditions, 1917-19; Director of Training, Intercollegiate Community Service Association, 1919—.

NEVA DEARDORFF, PH.D., *Non-resident Lecturer in Social Economy (Social Relief).*

A.B., University of Michigan, 1908; Ph.D., University of Pennsylvania, 1911; Fellow, University of Pennsylvania, 1908-11. Staff, Assistant Director, Bureau of Municipal Research, Philadelphia, 1912-18; Chief, Department of Vital Statistics, City of Philadelphia, 1914-16; Assistant to Director-General of Civilian Relief, American Red Cross, 1918 —.

HENRIETTA ADDITON, A.B., *Non-resident Lecturer in Social Economy (Social Guardianship).*

A.B., Piedmont College, 1907; Fellow, University of Pennsylvania, 1910-11, 1912-13. Instructor, History and Civics, Piedmont College, 1908-10; Agent, Philadelphia Society for Organizing Charity, 1913-14; Philadelphia Municipal Court, 1914-16; In Charge, Probation Department, Juvenile Court, 1917; Assistant Director, Director, Section on Women and Girls, Law Enforcement Division, Commission on Training Camp Activities, War Department, 1918-19; Executive Assistant and Director, Field Service, Women and Girls, United States Interdepartmental Social Hygiene Board, 1919—.

BRYN MAWR COLLEGE

THE CAROLA WOERISHOFFER GRADUATE DEPARTMENT OF SOCIAL ECONOMY AND SOCIAL RESEARCH.

The Carola Woerishoffer Graduate Department of Social Economy and Social Research was opened in the autumn of 1915 in order to afford women an opportunity to obtain an advanced scientific training in Social Economy which it is hoped will compare favorably with the best preparation in any profession. It is known as the Carola Woerishoffer Graduate Department in order that the name of Carola Woerishoffer, who devoted her life to social service, may be associated in a fitting and lasting way with Bryn Mawr College which she so generously endowed.

The experience of the war has developed new and pressing social needs and, in consequence, has made necessary new social programmes with new and enlarged courses of education.

These social programmes fall into six groups: (1) responsibility for the families and children of civilians and soldiers; (2) responsibility for health and sanitation; (3) responsibility for morals through education and guardianship; (4) responsibility for the organization and use of community forces; (5) responsibility for the human relations in industry and for conditions of employment and non-employment; (6) responsibility for expert knowledge of social and industrial conditions.

The demands made upon social workers during these years of war have shown that social diagnosis and social therapy, adjustment of social and of industrial relations, and social training of adult and child groups require knowledge, power of analysis, and technical skill differing very little in quality or quantity from the requirements in medicine, law, ministry, or education. The principles of education for social work as a profession follow closely the well recognized method of education for the so-called older professions. The trend of today is toward postgraduate professional schools connected with colleges and universities, but it is at the same time clearly recognized that certain fundamental subjects should be studied

in undergraduate courses so that the student may be prepared in the essential sciences. As to methods, theory and practice are deemed essential parts of one whole. Laboratory discussion and lecture must go hand in hand. Practice in the medical school, law school, theological school, and school of education, consists in the first years of demonstration and observation; later on, of practical work under immediate direction; and, finally, of real experience, but still under close supervision.

In the Carola Woershoffer Graduate Department the principles upon which the programmes are based are those which have been developed in the older professional schools:

(1) The training is distinctly postgraduate.

(2) Instruction in the fundamental principles underlying the social and industrial structure is regarded as prerequisite to the graduate courses or must accompany them; for example, elementary economic and social theory, politics, psychology, statistics, social and industrial problems.

(3) Courses embodying the theory of social and industrial relations and the technique of social case work, of community organization and leadership and of industrial supervision and employment management accompany the field practice, and the field practice accompanies the courses embodying theory and technique.

(4) Theory and technique are presented in such a way as to provide a foundation of experience and of method which may be scientifically adapted to problems and situations as they arise and not applied by rule of thumb.

(5) All observation, field practice, or non-resident experience is carefully and closely supervised by an Instructor well grounded in theory, familiar with and experienced in technique, who actually conducts for the benefit of the students the courses embodying the theory of such work.

The different fields of work may be subdivided into four main groups: I, Social Relief and Social Guardianship with its subdivisions: I-a—Family Care and Child Welfare, I-b—Hospital and Psychiatric Social Service, and I-c—Social Guardianship and Custody; II, Community Work; III, Industrial Supervision and Employment Management; IV, Social and Industrial Research.

The programmes on pages 25-31 are presented in order to afford the student a panoramic view of the work which is open to her (see the successive programmes), the agencies which carry on work in each field (see the last column of each programme), and the types of positions open in the various agencies (see next to the last column of each programme).

It will be noted that the same types of positions and problems are found in several fields of work. In the first column of each programme are placed, therefore those subjects which provide the foundation for all types of positions. These subjects are selected from the group courses given in economics, politics, psychology, philosophy, biology, or history in Bryn Mawr College. In the second and third columns are given only those subjects which *bear directly* on the special field of work under consideration. The elementary and advanced undergraduate courses are cultural and not professional, but are recommended as courses of the greatest value for the student who wishes to direct *some part* of her college studies toward this specialized field. The courses given under "graduate courses" are *essential to the fullest preparation* for the field of work indicated.

While one year may afford sufficient training for entering upon professional work, the student is urged to study for at least two years unless she has had previous training or experience. Students properly fitted and expecting to give three years to the course may, if they so desire, complete the residence work for the degree of Doctor of Philosophy in Social Economy. In the first year the student will probably pursue a course in the theory and technique applied to her chosen field, as for example: Social Treatment of Dependents and Delinquents, or Community Organization, or Industrial Supervision and Employment Management. She will also give 9 or 14 hours, according to preference, to the seminary in Social Economy including the practice or field work in an institution or with a social agency or in a business firm chosen in relation to her selected field; she will take the seminary in theory most closely related to her special interests; unless already qualified she will take the course in statistics, and she may elect a third seminary or course and in addition all students attend the Journal Club. Each seminary requires about 14 hours, and each course about

5 hours of work each week, including hours of lecture, discussion, and conference. Full graduate work involves about 43 hours of work per week. Practice work in each field consists of three types: (1) observation, through excursions to social institutions, agencies, business firms, or manufacturing plants; (2) field work consisting of 7 or 12 hours (as may be elected by the student), 1 hour of individual conference each week, and 2 hours of seminary discussion in alternate weeks; (3) non-resident experience with social institutions, agencies, or business firms obtained during the summer following the eight months' of work in Bryn Mawr College.

The wide range of choice in fields of work and in agencies, necessitates careful thought on the part of the student as to her natural fitness for any particular work, and the amount of time she can give to training herself for it. The student may write for advice and suggestion, or may wait until after arrival at Bryn Mawr for conference with the Director and Instructors before selecting the field in which she may work. The descriptions of the various programmes, together with the charts which follow, are presented in an endeavor to assist the student to wise specialization although the fields will necessarily supplement one another and overlap as, for example, between industrial supervision and community work and industrial research, and seminaries may be so chosen as to combine work in two or more fields. The purpose of the outline is to suggest the content of an adequate preparation for the types of work considered and the range of opportunities in each field as they now exist. While many of the graduate courses are professional, the undergraduate courses are general in character but give at the same time fundamental training for social service. The courses scheduled in the charts are not in every case described in this pamphlet but may be found in the Bryn Mawr College Graduate Calendar, from which the description of courses given below (pages 32-45) are reprinted.

I. Social Relief and Social Guardianship.

The student who is deciding whether to enter the fields of Social Relief and Family Care, Hospital and Psychiatric Social Service, Child Welfare, or Social Guardianship and

Custody may find helpful the following brief statement of the agencies and the institutions she might work with in each of these fields and the positions she might hold.

In the field of Social Relief and Family Care and in the field of Hospital Social Service the agencies are, in general, the following: Societies for Organizing Charity, Public Boards of Charity, Red Cross Home Service, Mother's Assistance Fund or Widow's Pension Fund Associations, Social Service Departments of the Hospitals. The positions are: Chief Executives, District Secretaries and Supervisors, Commissioners of Charity, Investigators, family case workers, and the like.

In the field of Child Welfare, the agencies and institutions are: Children's Bureaus, Societies for the Prevention of Cruelty to Children, Child Placing Agencies, Orphanages, Schools for the Crippled, etc. The positions are: Executives, Investigators, Placing Out Agents, State Inspectors of the homes in which children are placed.

In the field of Social Guardianship and Custody, the agencies and institutions are: Courts, Prisons, Reformatories, Industrial Schools, Truant Farms, Detention Houses, Big Brothers and Big Sisters Associations to help discharged prisoners. The positions are: Probation or Parole Officers, Supervisors of Probation Officers, Commissioners of Correction, Psychologists in the prison or court laboratory, Executives, Teachers in reformatories and prisons.

The practice work of each student is obtained with the Charity Organization Society, the Children's Bureau, the Children's Aid, Red Cross Home Service, Hospital Social Service Departments, the Municipal Court or one of the other agencies named above, according to the field chosen.

In addition every student takes observation trips to orphanages, almshouses, schools for the crippled, the blind, the deaf and dumb, custodials for the feeble-minded, asylums for the insane, colonies for the epileptic, eleemosynary hospitals, courts, prisons, reformatories, detention houses and the like.

I-a. FAMILY CARE AND CHILD WELFARE

In the fields of Social Relief and Family Care, Hospital Social Service and Child Welfare the student attends for

practice, in order that the best principles and methods may be discovered and made use of, the conferences of the agencies with which she is working, such as the district conferences of the Society for Organizing Charity, of the Red Cross Home Service, of the Children's Bureau and of the Children's Aid Society, etc., where the problems of particular families and particular children are discussed in their economic, occupational, social, educational, health, and recreational aspects; and conferences on parenthood where, in particular, the problems of unmarried mothers are considered.

The student field worker has access to the case records of these agencies; and as a preliminary to her more independent activities later accompanies case workers in their visits and investigations and "follow-up" work.

Her actual training in case work may begin perhaps with her assignment to case work tasks where she has opportunity to apply the theory she has been studying. In doing this she is under the careful direction of the district supervisor of the agency or department who guides and criticizes her methods of investigation, her diagnoses, plans, and reports. She is also supervised in this technical work by an Instructor in the Social Economy Department who discusses with her one hour each week the theory and practice of case work as illustrated in the actual cases with which she is dealing.

I-b. HOSPITAL AND PSYCHIATRIC SOCIAL SERVICE

The opportunities for training are similar to those in the fields of Social Relief and Family Care and Child Welfare in that the student attends the conferences of the Department of Social Service of the hospital with which she is working, where the problems of the health of patients are considered in their various aspects, medical, physical, recreational, occupational, social, and educational.

The student has access to the records of the Department of Social Service and for purposes of observation accompanies experienced case workers in their visits to the homes of patients, investigations and "follow-up" work. She also accompanies these workers through the variously classified wards of the

hospital, acquiring thus and through discussion and assigned readings a working knowledge of various diseased conditions.

Her actual training in case work begins with the assignment of tasks to her where she may apply the principles of investigation and treatment which she has been studying. The Supervisor of the hospital department criticizes her diagnoses, plans of treatment and reports, and the Instructor in the Social Economy Department discusses with her in a weekly conference of one hour the principles and practice of hospital social case work as met in the concrete cases with which she is dealing.

The courses on Abnormal Psychology and Mental Tests given in the Department of Psychology, and on Intelligence Tests given in the Department of Education, afford the student interested in the psychiatric phases of hospital social service unusual opportunity to acquire the theory essential for practice training in psychiatric clinics, field investigations, and "follow-up" work.

I-c. SOCIAL GUARDIANSHIP AND CUSTODY

In order to give students specializing in criminology many and varied opportunities for practice training in court work, an official connection has been established during the past year between the Carola Woerishoffer Graduate Department of Social Economy and Social Research and the Municipal Court of Philadelphia under the direction of Presiding Judge Charles N. Brown and Chief Probation Officer, Dr. Louis N. Robinson. By this arrangement the Instructor in charge of the courses in the Carola Woerishoffer Graduate Department dealing with adult and juvenile delinquency has become an official of the court, and is thus enabled to secure close contact with the problems and procedure of the court and to maintain careful supervision of the practice work of the student, and the student has also the additional advantage of the interest and direction of the Chief Probation Officer of the court.

Under the court are several criminal divisions, such as the Juvenile, Youths (male and female), and Misdemeanants, the Domestic Relations Division, and the Criminal Division which has to do with unmarried mothers. In connection with these

divisions are Probation, Psychological, Medical, Employment, and Statistical Departments. In order to secure the most efficient service, the officials of the court maintain among themselves conferences conducted by expert case workers, psychiatrists, and doctors, and also hold conferences with representatives of various social agencies of Philadelphia.

Presence at the court hearings and at these conferences, access to the records of cases, and attendance upon probation officers and investigators in their routine visits afford the student opportunities of observing the social and the legal procedure followed in dealing with delinquents, such as placing them under orders to support their dependents, placing them on probation, sending them to reformatories, or committing them to institutions for the feeble-minded, the epileptic, or the insane delinquent.

Students also may be given practice in probation work, social investigation, and vocational guidance. With a proper foundation of knowledge and experience they may be trained in mental testing of the delinquent, in conducting educational conferences, and the like. The opportunities to study criminology are also extensive. The medical department enables the students who are interested, to study the effects of venereal disease, physical defects, and stigmata; the psychological department enables students interested to observe the mentally abnormal, subnormal or normal; while the social data recorded are available for students interested in the effects upon behavior of home and neighborhood conditions, schooling, recreation, religion, occupation, and the like.

Every student entering any one of the fields outlined above under I-a, I-b, or I-c, should take in the Social Economy Department the courses in Social Treatment of Dependents, and Social Treatment of Delinquents and Defectives, and the Seminary in Social Economy applied to Social Relief and Social Guardianship, which affords the field practice work. It is also advisable for her to take the seminaries in The Family as a Social Institution and in Races and Peoples. For combinations to be made in other divisions of the Social Economy Department and other graduate departments programmes I,

II, III, and IV should be studied, and for content of courses the descriptions on pages 33 to 45 should be consulted.

The student in deciding which of the above fields of social work she will enter might also ask for a descriptive differentiation of one field from another. But in any such attempt at differentiation there is grave danger of distorting the truth by making it appear that the conditions of one field of activity are isolated from those of another. Thus one may choose work in the field of Social Relief and Family Care, or in the field of Social Guardianship and Custody, or that of Child Welfare. But, as a matter of fact, dependency and delinquency have so many causative factors in common; and exercise such an aggravating interaction upon each other; and the conditions making for the prevention or the cure of the one so resemble and so depend on the conditions for the prevention or the cure of the other, that the purposes, standards, methods, and theoretical and technical training requisite in each field are similar in ideal if not in reality. For example, the Society for Organizing Charity has developed the technique of the so-called family case work from the principle that the interests of individuals and of society are best furthered by taking the family group into account. But the courts are also recognizing this principle and the conception determining their reorganization, their keeping of records, and their treatment of individuals is that of a Family Court and family case work.

By way of exemplifying the inseparableness of the preparations for these four fields one has but to refer to feeble-mindedness as a factor making for both dependency and delinquency. A knowledge of the causes and control of mental defectives is essential in each of the three fields therefore and, further, a knowledge of systems of mental tests, if understood in the light of educational psychology and social and physical findings would be very illuminating. But to understand subnormal mentality it is necessary to understand normal. The problems of child welfare which the child placing agencies, the Societies for the Prevention of Cruelty to Children and other children's societies encounter are those of adolescent psychology, normal and subnormal, and of adult psychology as well, if there is any dividing line. Every problem of Social Relief, Child Welfare,

Hospital Social Service, or Social Guardianship is again not only a problem of the individual understanding which involves a study of the psychology of the feelings, emotions and will; but is a problem of an individual in a group, understanding of which involves a knowledge of social psychology; and all are problems of education, understanding of which involves a knowledge of educational psychology.

Again, each problem has its legal aspects. There is a legal authority, coercion, type of evidence admissible, fact, range of disposition of the case, and procedure whether it is a problem of dependency, child welfare, delinquency, or defectiveness, so that the successful social practitioner needs at least a knowledge of when and how to inform herself on such legal matters.

Again, in every family problem, the questions of health, sanitation, proper housing are apt to appear, and knowledge of physical upkeep and preventive medicine is equally essential whether the case originates through a Social Service Department of a hospital or through the court.

And finally as the disposition of any and every case has an influence for good or evil on our moral and social customs and ideals, and on our institutions, courses in social philosophy, ethics, and social theory in which customs, *mores*, and institutions are studied in process of evolution would seem highly desirable if we are to profit by the experience of the race.

There should be little differentiation as far as general preparation is concerned but one cannot study every subject. Programmes I, II, and III and IV are given as guides for selection, although what has been said above should be constantly borne in mind.

II. Community Work.

The need for community work carried on by trained workers has never before been so urgent. Community problems during the war have assumed a more insistent character. Questions of public health, Americanization, and readjustment in industry, recreation, vocational education, and training for citizenship have taken on new meanings, and are making demands for workers of an almost incalculable urgency. Also the movement for the construction of community houses as memorials on

behalf of the men of the community who have made large sacrifices in the world war, is resulting in a call for community secretaries, group leaders and specifically trained teachers of vital subjects which must be taught, if at all, outside of school hours and school periods, more urgent than any similar call for social workers in recent times, a call only comparable to the demand which went out for Red Cross home service workers during the period of the war.

Unless trained workers are provided in sufficient numbers to aid communities to become living expressions of the ideals for which the world has offered up its youth, this great social movement will come to naught, and these community "monuments will become mausolea."

For four years the Carola Woerishoffer Graduate Department has offered courses in this type of social work as part of its training, but it now proposes to expand these courses and presents a new plan which it believes will afford adequate preparation in the theory and technique of community work in its various phases, and will provide the necessary practice in community activities in close connection with the theoretical training. This plan is the outgrowth of the experiments which the Department has been making during these past years through its courses in theory and their application in connection with the Bryn Mawr Community Center, Philadelphia College Settlement, and other Philadelphia community movements.

The recent development of the Bryn Mawr Community Center affords an unusual and unique opportunity for training in Community Work. A Community House will probably be erected by the citizens of Bryn Mawr as a memorial to the men of Bryn Mawr who have devoted their lives and their energies to the defense of freedom. It will house the activities of the Bryn Mawr Community Center and from it will also be directed the work of the Preston Center at Haverford. There are now under the center well-developed activities of almost every type.

The different classes of community workers needing special training include: (1) workers preparing for general community administration such as secretaries of community associations or directors of community centers, or head workers in settlements;

(2) workers preparing to specialize in some phase or branch of community work such as playgrounds, boys' clubs, girls' clubs, children's work, general advertising and publicity, teaching of vocational subjects, instruction in dramatics and athletics; (3) social workers who have specialized in other phases of the profession, but who have come to realize the need for closer cooperation with modern forms of community activities, as, for example, college women who have studied nursing, parish visitors, teachers, librarians, directors of specialized institutions and employment managers.

The organization of a community or social center or settlement seems to require: (1) an executive secretary, director, leader or supervisor with assistants the number and character of which are to be determined by the size of the community and the quality and extent of the work to be supervised; (2) one or more adult workers whose chief function is the organization of groups of adults who may secure for themselves through such organization, instruction, recreation, and entertainment; (3) one or more girls' workers whose duties are the organization and leadership of groups of girls of different ages in clubs such as are included in the Federation of Working Girls' Clubs, Girl Scout Troops, Camp-fire Girls' groups, and through which girls may learn group organization and activities such as athletic teams, basket-ball, hockey, debating teams, and may attain group consciousness and secure opportunities for recreation, and education in vocational art and dramatics; (4) one or more boys' workers whose duties are the organization and leadership of boys' clubs and boys' activities such as Boy Scout Troops, athletic teams, baseball, basketball, debating teams and such other groups through which boys can be given a knowledge of group organization and the spirit of group consciousness and provided with the opportunity for education, recreation, and exercise; (5) one or more children's workers whose duties shall be the supervision of playground activities, occupation clubs, classes, handicrafts and other activities for children.

All of these workers and activities cannot be secured in the early development of any community association. It is, therefore, necessary for community workers to be trained to direct several community activities and to be expert in at least one

special activity. A large amount of volunteer service should be utilized and the director must be able to supervise the work of the volunteers. The movement of sharing trained community workers is already fairly well advanced. Neighboring communities often unite in the employment of specialized workers who give different days to different communities, or settlements, as, for example, a girls' worker or a boys' worker may be employed for afternoon and evening work to give two or three days a week to different neighborhood communities. On the other hand, in some communities, better service has been obtained by employing an assistant for certain types of work, such as children's work or girls' or boys' work, in each of several communities so as to provide these activities every day of the week, and engaging one or more expert supervisors by joint community cooperation to supervise the work in the several community centres. It is evident that the student preparing for community work should have a thorough training in the theory of community work, a knowledge of the technical requirements of the various branches of community work and special technical training in one or more phases of community activities. With such preparation the worker will be fitted to begin work as assistant, general worker or assistant specialized worker, and to be promoted to the position of general director of a community association or director of some phase of community activity or supervisor of some form of specialized activity.

Among preliminary courses which are especially valuable for preparation in Community Work are educational psychology and the psychology of adolescence, personal and public hygiene, labour problems, social legislation, public speaking, and in addition, the more specialized courses which are offered in some colleges, of social betterment (frequently entitled charities and corrections) and of statistics.

The following outline groups the graduate professional courses so as to indicate the general course of study which the student should follow for a one-year, two-year, or three-year course. The field practice work is arranged for at the community centre of Bryn Mawr or at the Philadelphia College Settlement, or may be planned with other community organizations in Phila-

delphia or neighboring communities; observation trips also are taken in Philadelphia and New York. Summer practice work is arranged in the best settlements and under the best community organizations in various parts of the country according to the specialized interest of the student.

The courses recommended for the first year include (1) Seminary in Social Economy (Practicum in Community Organization or Service); (2) Course in Community Organization; (3) Course in Community Art; (4) Course in Statistics; (5) Seminary in Social Education (Principles of Education applied to Community Work) and Seminary in Social Psychology, one being given the first semester and one the second; (6) an elective seminary may be chosen in place of the above courses or seminars with the consent of the Director of the Department from the seminars and courses offered by this and allied departments. The student is referred to programme number V for an outline of the seminars and courses recommended.

During the second year the student is recommended to (1) the Seminary in Social Economy, that is, the Practicum in Community Organization and Service; (2) Course in Social Treatment, or Course in the Technique of the Drama; (3) Two elective seminars to be chosen from those suggested under programme V. The following seminars are especially commended: Seminary in Races and Peoples, Social Philosophy, the Family as a Social Institution, Social Research, Municipal Government and Labor Questions.

The elective for the third year will be conditioned by the choice of the associated or independent minor.

III. Industrial Supervision and Employment Management.

The complexity of the past decade has emphasized the need of specialized study in all branches of industry and nowhere so much as in the problems connected with labor. The employment management movement is only the most obvious and direct of the various ways of dealing with the situation; to be really successful it must call to its aid the findings of many investigations such as the study of wage payment, standards of living, industrial housing, occupational disease, accident

prevention and safety engineering, sanitation, health, fatigue, and the effect of noise, lighting, and ventilation on the human mind and body.

The employment department is the meeting-place of all these and many other lines of effort. It is the vantage point from which we may view on the one hand, the economy of business organization and production management; and on the other, the economy of labor and the distribution not only of wealth, but of well-being. But above and beyond all else the employment department is the chief agent of the new social economy which is interested not only in the price of the product but also in the development and maintenance of the worker as an efficient, healthy, intelligent citizen.

Every effort is now made to give workers opportunity and self-expression and to adjust worker to the work. Attention is centred upon training and instruction instead of the former trial and error methods of adaptation. A wholly new opportunity is open to women who acquire a knowledge of processes and study laws of promotion in an industry to become industrial instructors.

But the study of employment management forms also a stimulating introduction to fields as varied as the interests of the individuals. Already students who have completed the courses of study are working, with industrial plants on wage investigation, and with social agencies on research into living conditions; one student finds her chief interest in shop sanitation, another in factory inspection; others have specialized in psychological examinations and selection, the installation of training methods, and the legal problems of employment of labor. Employment management comprises interviewing and engaging labor for offices and plants in consultation with heads of departments; the investigation of all matters concerning rates of wages, conditions, and hours of work; the recommendation and suggestion of employees for promotion, the investigation of complaints, and the review of dismissals. Not only should the employment supervisors be directly responsible for educational work and for the arrangement of general courses of instruction, but they should also link up the training and supervision of new employees and apprentices, with the

follow-up and instruction of workers who have been longer with the organization.

In order that the Carola Woerishoffer Graduate Department might train women to meet the immediate problems of women in industry due to the war and the larger problems of reconstruction, the War Work Council of the National Board of the Young Women's Christian Association contributed to Bryn Mawr College for the year 1918-19 a substantial sum of money to be used for scholarships and for instruction in Industrial Supervision and Employment Management and will continue the contribution for the year 1919-20.

The programme in Industrial Supervision and Employment Management is planned to give a wide opportunity for field experience as well as to give instruction in and to discuss problems concerning industrial relations. In the first year students must study at the College during the academic year and in the summer following must give three months full time work to a manufacturing or mercantile establishment. During the eight months at the College the student must combine with the Seminary including the Field work and with the Course in Employment Management, a Seminary in Labor Organization or in Industrial Organization and a Course in Statistics. A third seminary, elected by consent of the Director of the Department and the Instructor in charge of Industrial Courses, fulfills the necessary theoretical training. In a second year, the student may elect a Seminary in Labor or in Industry, and may make selection from the seminaries and courses offered in the Carola Woerishoffer Department and allied Departments, as suggested in the College Catalogue, and described in the following pages. During the college year one day a week is spent in actual work in the employment offices of a Philadelphia firm in order to give opportunity to observe theories in operation and to see that changes in industry must be worked out slowly, and that such changes as are made must be made not only with the assent of the management but with the cooperation of the workers.

In working out the plan of the field work, it has been found best to place every student first in a well organized industrial relations department in order for her to become familiar with the

scope of the work and the office routine and forms. After this experience her training is specialized in fairly separate divisions, as employment management in the textile industry, in the boot and shoe industry, in the metal industry or commercial offices. A series of lectures by experts in various subjects allied to employment, and by persons actually conducting employment departments accompanies the regular courses and the classroom discussion.

Arrangements have been made by the Carola Woerishoffer Department with many industries for training in this specialized field. The aim of the training has been not only for the students to work in the employment office, but to work under the direction of the employment manager in various operations in the plant, the students being frequently transferred according to the difficulty of the processes and the facility of the student. In working out this plan, the instructor has had the cordial cooperation of many firms. The present scheme has been adopted with the advice of plant executives who have routed students through the processes of their shops and in consideration of suggestions and experience of former students.

Some of the firms who have heartily cooperated in giving real experience to students either in the employment office or in the factory are enumerated in the following partial list:

(1) *Metal Industries:* The Acme Wire Company, New Haven, Conn.; The American Pulley Company, Philadelphia; J. G. Brill Company, Philadelphia; Edward G. Budd Manufacturing Company, Philadelphia; Henry Disston & Sons Company, Philadelphia; Eddystone Munitions Works, Eddystone, Pa.; General Electric Company, West Lynn, Mass., and Philadelphia; Link-Belt Company, Philadelphia; Midvale Steel and Ordnance Company, Philadelphia; The Miller Lock Company, Philadelphia; Fayette R. Plumb Company, Inc., Philadelphia; Scovill Manufacturing Company, Waterbury, Conn.; United States Cartridge Company, Lowell, Mass.; Winchester Repeating Arms Company, New Haven, Conn.

(2) *Textile Industries:* Aberfoyle Manufacturing Company, Chester, Pa.; Cheney Brothers Silk Mills, South Manchester, Conn.; Connecticut Mills, Danielson, Conn.; Lewis Manufacturing Company, East Walpole, Mass.; Notaseme Hosiery

Company, Philadelphia; Slatersville Dyeing and Finishing Company, Slatersville, R. I.; Sutro Hosiery Company, Philadelphia.

(3) *Bureaus of Investigation and Government Commissions:* Massachusetts Industrial Commission, Boston, Mass.; Massachusetts Industrial Accident Board, Vocational Training Section, Boston, Mass.; Pennsylvania Industrial Commission, Harrisburg; The Scott Company, Philadelphia; United States Employment Service, Boston and Worcester, Mass., and Philadelphia; Women's Educational and Industrial Union, Boston; Women's Trade Union League, Boston and Philadelphia.

(4) *Paper:* The Dennison Manufacturing Company, Framingham, Mass.; A. M. Collins Manufacturing Company, Philadelphia.

(5) *Printing:* The Curtis Publishing Company, Philadelphia; Plimpton Press, Norwood, Mass.

(6) *Commercial:* John Wanamaker, Philadelphia; William Filene's Sons Company, Boston; Bell Telephone Company, Philadelphia.

(7) *Unspecified:* American International Shipping Corporation, Hog Island, Pa.; The Atlantic Refining Company, Philadelphia; The Barrett Company, Philadelphia; Bird Company, Philadelphia; Art-in-Buttons Company, Rochester, N. Y.; Joseph and Feiss Company, Cleveland, Ohio; Rosenberg Brothers, Rochester, N. Y.; Hood Rubber Company, Watertown, Mass.; W. H. McElwain Company, Manchester, N. H.; Norton Company, Worcester, Mass.; John B. Stetson Company, Philadelphia.

This partial list includes only those firms which offer a considerable observation or training—usually of numbers of students. Many other firms have assisted and supervised students, and provided observation or short experience in some phase of employment which they had worked out in a specially technical or expert way, such as absentee visiting, safety campaigns, corporation schools, or plant instruction.

The field experience is calculated to keep before the student a view of the labor situation and the educational adjustments necessary to benefit the individual worker as well as to make for more efficient production. In this training, it has been found

that one cannot train *in general* but must specialize in one type of industry or in one branch of study. An effort is made to utilize the past experience and training of students taking the course.

Whether one prefers employment or some specialized activity, the training has a profound interest and is the best introduction to general industrial work. The employment interests are varied and yet offer as much opportunity for intensive study as any one can give. The employment management programme, then, is an end in itself or an entrance to fields which command the attention and the efforts of the most able and the most varied talents. In view of the manysidedness of the work and its fundamental emphasis on human relations any experience in education or industry, or any training in social service, research, or statistical analysis is an invaluable preparation. A good knowledge of economics and industrial conditions is essential.

IV. Social and Industrial Research.

Every phase of social work demands investigators trained to gather data, analyze them, make interpretation and present the findings with constructive conclusions and recommendations. Every social organization also is feeling increasingly the necessity of having on its staff experts capable of planning and maintaining systems of records and especially educated workers trained to analyze and interpret the material acquired by the organization, not only in order to outline reports of its accomplishment, but also in order to formulate social programmes which may result in social betterment through social legislation and social education.

Federal and state departments, as well as private foundations have properly assumed the responsibility of studying the social conditions of the country and from these departments and organizations comes the constant demand for expert statisticians, investigators, and research directors and assistants. Workers for such departments and organizations must possess wide knowledge of social conditions, social organizations and processes for organized social betterment.

Industries are also demanding experts who may be able to determine through surveys the special needs of industrial

groups or of definite plants in relation to labor supply and labor efficiency. Communities are seeking workers trained to make surveys through which the resources and special needs of the community may be discovered, deleterious conditions removed, and the forces of the community organized for the attainment of higher community standards.

The types of workers demanded by social organizations, social agencies, federal and state departments, national social foundations, industries and communities fall into several groups.

1. Secretaries in charge of the keeping and filing of records.
2. Statisticians in charge of the analysis and interpretation of current records.
3. Special investigators.
4. Directors, assistant directors, and supervisors of regular investigations and surveys.
5. Visitors and enumerators for the collection of data.
6. Statistical clerks for the tabulation of data and graphic presentation of results.
7. Directors of exhibits.

Students wishing to prepare for such positions will find it necessary to pursue a two or three year course. Not only is it necessary to master the technique of schedule making, tabulation, interpretations, and exhibitions, but this technical training must be based on a broad knowledge of social, industrial and economic questions. The following arrangement of studies is recommended to students: in the first year of the course special preparation in Statistics, Record Keeping, and Methods of Social Investigation, the Seminary in Social and Industrial Research, the Seminary in Social Psychology and Social Philosophy, a Course in Social Betterment; in the second year, the Seminary in Advanced Statistics and a second seminary in Social and Industrial Research, in which will be completed a piece of research undertaken in the seminary during the first year, and which may then become the material for the Doctor's thesis, and a third seminary in Labor Organization, Social Theory, or Psychology selected from those suggested under Programme VII. Elections for the third year will depend upon the choice by the student of the associated and independent minors leading to the Doctor's degree.

PROGRAMME I SOCIAL RELIEF AND FAMILY CARE¹

COLLEGE COURSES RECOMMENDED AS PREPARING DIRECTLY FOR POSITIONS IN THIS FIELD			
Elementary Subjects: Required courses and major group at Bryn Mawr College	Advanced Undergraduate Courses	Graduate Courses	Type of Positions open under listed agencies
Economics.	Current Social and Industrial Problems. (American Economic and Social Prob- lems.) Elements of Statistics. Record Keeping and Social Investigation. Social Betterment. Social and Industrial Legislation. (Eco- nomic and Social Legislation.) <i>Sociology.</i>	Seminary in Social Economy involving field work in Social Relief and Family Care. Social Treatment of Dependents. Seminaries: (1) Races and Peoples, (2) Family as a Social Institution. Seminary in Social Research: Aspects of Social and Industrial Problems.	Organized Agencies conducting work in this field
Politics.	Present Political Problems.		State Charity Organization. Municipal Charity Commis- sion. Charity Organization Societies. Relief Agencies. Red Cross. Emergency Work. Home Service.
Psychology.	Social Psychology.	Seminary: Temperament and Character and their Instinctive and Emotional Foundation.	Family Case Workers. Directors. Visitors. Advisers. Secretaries: Executive. District. Recording. Special Committees. Investigators.
Biology.	<i>Hygiene, Public and Individual.</i> Hereditary and Eugenes. (Theoretical Bi- ology.)		Boards of Managers of Charitable In- stitutions.
Philosophy.	Elementary Ethics.	Seminary: Social and Political Philosophy.	Visiting or Instructing Housekeepers.
Logic.			
History.			
English Composition. English Diction.			

¹ Courses printed in italics are not as yet offered in Bryn Mawr College, but are suggested as desirable courses for preparation in Social Economy. Titles of courses in parentheses indicate titles used in Bryn Mawr College.

PROGRAMME II

CHILD WELFARE ¹

COLLEGE COURSES RECOMMENDED AS PREPARING DIRECTLY FOR POSITIONS IN THIS FIELD			
Elementary Subjects: Required courses and major group at Bryn Mawr College	Advanced Undergraduate Courses		Type of Positions open under listed agencies
	Graduate Courses		
Economics.	Current Social and Industrial Problems. (American Economic and Social Prob- lems.) Elements of Statistics. Record Keeping and Social Investigation. Social Betterment. <i>Sociology.</i>	Seminary in Social Economy involving field work in the Public Care of Children. Social Treatment of Dependents. Seminary in Social Research: Aspects of Social and Industrial Problems.	Organized Agencies conducting work in this field
Politics.		Legal Procedure Affecting Women and Children.	State Children's Boards. Mother's Assistance Com- missions. State Commissions on Wid- ows' Pensions. Child Placement; State Bureaus. Local Bureaus. Federal Children's Bureau. School Inspectors.
Psychology.	Applied Psychology. Experimental Psychology. Principles of Education.	Seminary: Mental Tests. Psychology of Adolescence. Seminary in Social Education: Essentials of Educational Theory and Practice for Social Workers. Social Hygiene.	Home and School Visiting. Children's Homes. Children's Aid Societies. Societies for the Prevention of Cruelty to Children.
Biology.	<i>Hygiene, Public and Individual.</i>		American Institute of Child Life.
Philosophy.	Elementary Ethics.		Association for the Study and Prevention of Infant Mor- tality.
Logic.			Juvenile Protective Associa- tions.
History.			
English Composition. English Dictation.			

¹ Courses printed in italics are not as yet offered in Bryn Mawr College, but are suggested as desirable courses for preparation in Social Economy. Titles of courses in parentheses indicate titles used in Bryn Mawr College.

PROGRAMME III SOCIAL GUARDIANSHIP AND CUSTODY¹

COLLEGE COURSES RECOMMENDED AS PREPARING DIRECTLY FOR POSITIONS IN THIS FIELD			
Elementary Subjects: Required courses and major group at Bryn Mawr College	Advanced Undergraduate Courses	Graduate Courses	Type of Positions open under listed agencies
Economics.	Current Social and Industrial Problems. (American Economic and Social Prob- lems.) Elements of Statistics. Record Keeping and Social Investigation. Social Betterment. Social and Industrial Legislation. (Eco- nomic and Social Legislation.) <i>Sociology.</i>	Seminary Practicum: Social Economy involving field work dealing with Delinquents and De- ficients. Social Treatment of Defectives and Delinquents. Seminaries: (1) Races and Peoples, (2) Family as a Social Institution.	Organized Agencies conducting work in this field
Politics.	Elements of Private Law.	Legal Procedure Affecting Women and Children. Criminal Law. Criminal Procedure. Seminary: Municipal Government and Problems.	Schools for Minors under State Control.
Psychology.	Experimental Psychology.	Seminary: Mental Tests. Seminary: Abnormal Psychology. (Psycho- logical Seminary.) Social Hygiene.	Care of Minors: Probation Work. Juvenile Courts. Girls' Courts. Boys' Courts. Juvenile Protective Associa- tions. Girls Reform Schools.
Biology.	Heredity and Eugenics. (Theoretical Bi- ology.)	Seminary: Genetics.	Care of Adults: Misdemeanants Courts. Probation Work. Prison Administration. Prison Reform. Prisoners' Aid Society. Women's Prison Association Women's Reformatories.
Philosophy.			Care of Women: Women's Courts. Domestic Relations Court. Care of Delinquents and Feeble-minded.
Logic.			
History.			
English Composition. English Diction.	Elementary Ethics.		Travelers' Aid Society for Women and Girls. Legal Aid Societies.

¹ Courses printed in italics are not as yet offered in Bryn Mawr College, but are suggested as desirable courses for preparation in Social Economy. Titles of courses in parentheses indicate titles used in Bryn Mawr College.

PROGRAMME IV MEDICAL AND PSYCHIATRIC SOCIAL SERVICE AND PUBLIC HEALTH¹

COLLEGE COURSES RECOMMENDED AS PREPARING DIRECTLY FOR POSITIONS IN THIS FIELD

Elementary Subjects: Required courses and major group at Bryn Mawr College	Advanced Undergraduate Courses	Graduate Courses	Type of Positions open under listed agencies	Organized Agencies conducting work in this field
Economics.	Current Social and Industrial Problems. (American Economic and Social Prob- lems.) Elements of Statistics. Record Keeping and Social Investigation. Social Betterment. <i>Sociology.</i>	Seminary in Social Economy including field work in Medical Social Service and Public Health. Social Treatment of Dependents. Seminary in Social Research: Aspects of Social and Industrial Problems.	Case Workers. Administrators. Directors of Exhibits, Surveys and Inves- tigations. Investigators. Recorders.	Public Health Departments; City Bureau of Chemistry. City Bureau of Bacteriology. Market Inspection. Street Inspection. Hospital Social Service.
Politics.		Seminary: Municipal Government and Problems.	Inspectors: Health. Sanitation. Milk and Food.	Industrial Hygiene in Factories.
Psychology.	Social Psychology. Applied Psychology: Mental Test, Chemistry.	Seminary: Temperament and Character and their Instinctive and Emotional Foundations. Seminary: Intelligence Tests.	Inspectors: Health. Sanitation. Milk and Food.	Housing Associations: National. Local.
Biology.	Biology. Physiology. <i>Hygiene, Personal and Public.</i> Heredity and Eugenics. (Theoretical Bi- ology). <i>Bacteriology.</i> <i>Anatomy.</i> <i>Physiological Chemistry.</i>	Social Hygiene. <i>Education in Public Health.</i> <i>Industrial Hygiene.</i> <i>Didactics.</i> <i>Sanitation.</i>	Civic, Educational or Propagandist Workers.	Sanitary Survey. Bureaus of Sanitation. Anti-Tuberculosis Work. Milk and Baby Hygiene; Milk Inspection. Food Inspection. Social Hygiene Agencies. Sex Hygiene Agencies.
Philosophy				
Logic.				
History.				
English Composition. English Diction.				

¹Courses printed in italics are not as yet offered in Bryn Mawr College, but are suggested as desirable courses for preparation in Social Economy. Titles of courses in parentheses indicate titles used in Bryn Mawr College. Besides courses here suggested either a medical training or a nurses training is essential for many positions in Public Health Work.

PROGRAMME V COMMUNITY WORK ¹

COLLEGE COURSES RECOMMENDED AS PREPARING DIRECTLY FOR POSITIONS IN THIS FIELD			
Elementary Subjects: Required courses and major group at Bryn Mawr College	Graduate Courses		Type of Positions open under listed agencies
	Advanced Undergraduate Courses		
Economics.	Current Social and Industrial Problems. (American Economic and Social Problems) Elements of Statistics. Record Keeping and Social Investigation. Social Betterment. <i>Sociology.</i>	Seminary in Social Economy including field Practice in Community Work. Seminary in Social Research: Community Surveys. Seminary in Social Theory: (1) Races and Peoples, (2) Family as an Institution. Seminary: Labour Organization. Community Organization. Community Art. Seminary: Municipal Government and Problems. Seminary: Principles of Social Psychology and their Application to Commerce, Industry, and Government. Psychology of Adolescence. Seminary: Social Education. Seminary: Social and Political Philosophy.	Public Schools. Civic and Social Centres. Community Centres. Community Service Associations. Neighbourhood Houses (Settlements). Recreation Centres. Playgrounds. Fathers' and Mothers' Clubs. Parent-Teachers' Associations. Women's Clubs. Girls' and Boys' Clubs. Work with Immigrants. National Playgrounds Association. Young Women's Christian Association. Federation of Women Workers. Extension Lectures. Press Service Positions. Social Exhibits: Child Welfare. Baby Saving. Housing.
Politics.			
Psychology.	Present Political Problems. Social Psychology. Educational Psychology.	Administrators. Directors. Head Workers. Leaders. Secretaries. Supervisors. Teachers and Executive Assistants: Community Centres. Settlements. Immigrant ships. Industrial Plants. Publicity Workers. Welfare Workers.	
Philosophy.	Elementary Ethics.		
Logic.			
Biology.	<i>Hygiene, Personal and Public.</i>		
History.			
English Composition. English Dictation.	Literature. Technique of the Drama.		

¹ Courses printed in italics are not as yet offered in Bryn Mawr College, but are suggested as desirable course for preparation in Social Economy. Titles of courses in parentheses indicate titles used in Bryn Mawr College.

PROGRAMME VI INDUSTRIAL SUPERVISION AND EMPLOYMENT MANAGEMENT

COLLEGE COURSES RECOMMENDED AS PREPARING DIRECTLY FOR POSITIONS IN THIS FIELD

Elementary Subjects: Required courses and major group at Bryn Mawr College	Graduate Courses		Type of Positions open under listed agencies	Organized Agencies conducting work in this field
	Advanced Undergraduate Courses			
Economics.	History of Economic Thought. Current Social and Industrial Problems. (American Social and Economic Problems.) Elements of Statistics. Record Keeping and Social Investigation. Social Betterment.	Seminary in Social Economics, living field work in Industrial Supervision and Employment Management. Seminary: Social and Industrial Research. Seminary: Advanced Statistics. Seminaries: (1) Industrial Organization, (2) Labour Organization. Principles and Technique of Industrial Supervision and Employment Management. Seminaries: (1) Municipal Government, (2) Constitutional Questions involve in present social and economic questions. Seminary: Applied Psychology: Mental Tests.	Factory Inspectors. Employment Managers. Investigators. Trade Union Organizers. Executive Secretaries. Interviewers. Placement Secretaries. Service and Educational Directives. Vocational Counsellors. Industrial Instructors.	Industrial Commissions and State Boards of Labor and Industry. Industrial Plants and Business Firms. Health Insurance Company. Women's Trade Union League. Federal Employment Service. Placement Bureaus. Professional Bureaus. Training Departments in Corporation and Trade Schools
Politics.				
History.	Economic and Industrial History.			
Psychology.	Social Psychology. Experimental Psychology.			
Logic.	Vocational Psychology. (Applied Psychology).			
Philosophy.	Elementary Ethics.	Seminary: Social Philosophy.		
Biology.	Hygiene, Personal and Public.	Industrial Hygiene.		

PROGRAMME VII SOCIAL AND INDUSTRIAL RESEARCH¹

COLLEGE COURSES RECOMMENDED AS PREPARING DIRECTLY FOR POSITIONS IN THIS FIELD

Elementary Subjects: Required courses and major group at Bryn Mawr College	Graduate Courses		Type of Positions open under listed agencies	Organized Agencies conducting work in this field
	Advanced Undergraduate Courses			
Economics.	History of Economic Thought. Elements of Statistics. Record Keeping and Social Investigation. Social Betterment. Social and Industrial Legislation (Economic and Social Legislation.) <i>Sociology.</i>	Seminary: Social and Industrial Research and Interpretation of Social and Industrial Data. Advanced Statistics. Seminaries: (1) Races and Peoples, (2) Family as an Institution. Seminaries in Economics: (1) Distribution; (2) Value. Seminaries: (1) Labour Organization, (2) Indus- trial Organization.	Organizer of Material for Proposed Legis- lation. Enumerators. Investigators. Statisticians. Supervisors of Research, Directors of Re- search, Reporters, Writers. Publicity Workers. Propagandist Work- ers.	Legislative Reference Libraries of Various States. Federal Department of Labor: Bureau of Statistics, Children's Bureau, Women's Division. State Board of Labor and Industry. Departments and Bureaus of Investigation: Federal. State. Municipal. Industries. Consumers' League. American Labor Association. Child Labor Committees. Newspapers. Magazines. Bureaus: Municipal Research. Social Research. Institute for Government Research. Surveys: City. Rural.
Politics.	Present Political Problems.	Seminary: Constitutional questions involved in present Economic and Social Problems.		
History.	History of Modern Europe. History of England.	Seminary: Temperament and Character and their Instinctive and Emotional Foundation.		
Psychology.	Social Psychology.			
Philosophy.	Elementary Ethics.	Seminary: Social and Political Philosophy.		
Logic.	<i>Exposition.</i>			
Biology.		Technical and Advanced Criticism.		
English Composition. English Diction.				

¹ Courses printed in italics are not as yet offered in Bryn Mawr College, but are suggested as desirable courses for preparation in Social Economy. Titles of courses in parentheses indicate titles used in Bryn Mawr College.

Courses Offered in Bryn Mawr College.

The instruction in this department is under the direction of Dr. Susan Myra Kingsbury, Carola Woerishoffer Professor of Social Economy and Director of the Carola Woerishoffer Department of Social Economy and Social Research, Miss Angie Lillian Kellogg, Instructor (and Associate elect) in Social Economy and Social Research, Miss Anna Bezanson, Instructor in Social Economy and Social Research, and Miss Gladys Louise Palmer, Secretary (and Reader-elect) to the Department of Social Economy and Social Research, with the co-operation of the following members of the closely allied departments of Economics and Politics, Psychology, Education, and Philosophy: Dr. Marion Parris Smith, Professor of Economics; Dr. Charles Ghequiere Fenwick, Professor of Political Science; Miss Marjorie Lorne Franklin, Instructor in Economics and Politics, Dr. Theodore de Leo de Laguna, Professor of Philosophy; Dr. James H. Leuba, Professor of Psychology; Dr. Clarence Errol Ferree, Professor of Experimental Psychology; Dr. Gertrude Rand, Associate in Experimental and Applied Psychology; Dr. Matilde Castro, Professor of Education; Dr. Ada Hart Arlitt, Associate in Educational Psychology; Miss Georgiana Goddard King, Professor of the History of Art; Dr. Howard James Savage, Associate Professor of Rhetoric and Director of the Work in English Composition; Dr. David Hilt Tennent, Professor of Biology, and Dr. Ellen C. Potter, Lecturer in Social Hygiene. The seminars and courses given by these instructors and enumerated below are specially adapted for students of Social Economy and Social Research.

Six seminars, three including practicums, and five graduate courses, are given each year in the Carola Woerishoffer Graduate Department in addition to seminars and courses in economics, politics, education, philosophy, psychology, literature, and art. Direction of investigation and research in special fields, and supervision of the practicum in social and industrial welfare accompanies the seminars and courses. The seminars and courses announced by the department are given in rotation so that different courses may be taken in consecutive years. The selection of courses depends upon the field of Social Econ-

omy which the student may choose. A seminary in Social Economy or a seminary in Social Theory, and, unless previously taken, undergraduate courses in Elements of Statistics and Methods of Social Research are required of all students of the department.

GRADUATE COURSES.

The following graduate seminaries and courses may be elected subject to the approval of the Director of the Department by students working for the first and second year certificates as well as by candidates for the degree of Master of Arts or of Doctor of Philosophy in Social Economy and Social Research, or may be offered as the associated or independent minor with the approval of the Director of the Department when the major is taken in certain other departments according to the regulations of the Academic Council.

Dr. Kingsbury offers in each year the following graduate seminary:

Seminary in Social Research.

Three hours a week throughout the year

In 1918-19 the subject of the seminary is married women in industry, with special reference to mothers in industry.

In 1919-20 the subject of the seminary will be Community and Industrial Surveys.

In 1920-21 the seminary will be selected from the following aspects of Social and Industrial Problems: (1) social relations, (2) vocational opportunities and demands, (3) standards of living, including income and wages, (4) the relation of health and industry, (5) industrial relations of women and minors. Research including field work with conferences will be required of research fellows and will be offered to every student. A group of students may co-operate to produce a study which, it is hoped, will prove a contribution to our knowledge of the social or industrial conditions investigated.

As the chief subjects of investigation will vary from year to year, as noted above, it will be possible for students to follow the work of the seminary for three consecutive years.

Miss Kellogg offers in 1918-19 and again in 1920-21 the following graduate seminary:

Seminary in Races and Peoples.

Two hours a week throughout the year.

A study is made of the definitions of race, of theories regarding the origin and evolution of races, and of sociological characterizations of peoples.

Miss Kellogg offers in 1919-1920 and again in 1921-22 the following graduate seminary:

Seminary in the Family as a Social Institution.

Two hours a week throughout the year.

A study is made of theories regarding the origin and evolution of the family as a social institution; such as the patriarchal theory, the theory of the horde and mother-right, and the theory of the monogamous or pairing family. In connection with these theories are considered the questions of original communism, polygamy, polyandry, monogamy, exogamy, endogamy, wife-capture, wife-purchase, marriage contracts, and divorce, and finally modern theories as to the future of the family.

Miss Bezanson offers in 1918-19 and again in 1920-21 the following graduate seminary:

Seminary in Labour Organization.

Two hours a week throughout the year.

Assuming on the part of students a knowledge of the general concepts of labour economy this seminary discusses questions dealing with trade unionism, employers' associations, wage systems, scientific management, and unemployment. The modern problem of industrial democracy is traced through the various stages of collective bargaining, shop agreements, co-operative management and the recent developments of the British National Industrial Councils.

Miss Bezanson offers in 1919-20 and again in 1921-22 the following graduate seminary:

Seminary in Industrial Organization.

Two hours a week throughout the year.

This seminary undertakes a study of business organization as an element in industrial society. It especially emphasizes the aspects of the industrial combination in its effects upon efficiency and wages.

The purpose is also to present the standard practice in industrial organizations and management. It gives a conception of the entire plant structure in order to suggest possibilities of co-operation between departments, and to insure an understanding of their difficulties. It will concern itself with the location and equipment of a plant and its administration, including functions of the officials and departments and their inter-relations in all stages from purchasing and employing to marketing.

Dr. Castro offers in 1919-20 and in each succeeding year the following graduate seminary:

Seminary in Social Education.

Two hours a week during the second semester.

The Essentials of Educational Theory and Practice for Community Workers are studied in this seminary. The subjects dealt with serve as an introduction to the educational principles involved in the intelligent direction of such activities as community centres, settlement classes, clubs, etc. Among the subjects studied will be the characteristic mental and physical development of childhood, adolescence, youth, and maturity. This study will be used as a basis for the selection of the educational materials and methods appropriate to the needs and capacities of different groups of varying ages and differing educational opportunities.

Dr. Castro offers in 1918-19 and in each succeeding year the following graduate seminars:

Seminary in Educational Methods and Measurements.

Two hours a week throughout the year.

The seminary takes up the principles of educational methods and teaching technique. The latter part of the work deals with the theory and practice of educational measurements. The special subjects considered vary from year to year.

Dr. Arlitt offers in each year the following graduate seminary:

Seminary in Intelligence Tests.

Two hours a week throughout the year.

Laboratory Work in Intelligence Tests.

Four hours a week throughout the year.

The work of the seminary is devoted to a critical survey of the field of mental tests. The laboratory work includes training in the use of tests followed by the practical application of them in schools.

Dr. Kingsbury offers in each year the following graduate seminary:

Seminary in Social Economy Applied to Community Organization and Administration.

Two hours a week throughout the year.

This seminary includes the Practicum in Community Organization and Administration. It combines practical work in social and community education with reports and discussions. It must be accompanied by the course in Community Organisation and must be preceded or accompanied by the seminary in Social Education—Essentials of Educational Theory and Practice for Social Workers—or its equivalent. In addition to reports and conferences, seven or twelve hours a week, according to election, are devoted to active work in a social center or settlement by which the student gains vital illustration of the principles and organization of community work.

The practice work is so arranged as to give to the student training in the following activities:

(1) Direction and teaching of clubs and classes as observers, visitors, helpers and assistants.

(2) Regular daily management as assistants and later as directors, and as block organizers.

(3) General administrative assistance in office work, including record-keeping, in library work, in activities to secure publicity, in preparation of newspaper articles, reports, posters, exhibits, parades, dramatics, plays, festivals, demonstrations, concerts, and lectures, in public speaking and writing, and in conducting financial campaigns and special studies.

(4) Teaching in night schools of classes in civics and elementary subjects, and conducting special classes in handwork, games, dramatics, gymnastics, playgrounds and kindergarten activities.

(5) Co-operation with civic movements, community campaigns and emergency activities, school programs and propagandist efforts.

Training in the theory and supervision of practice in Physical Education may accompany this seminary.

Two or three months of non-resident practice in social centers and settlements, playgrounds or fresh-air camps may be arranged for the summer following the resident work at Bryn Mawr.

The fields from which the subject for the practicum may be chosen are community, civic and social centers, settlements, playgrounds, and health and recreation centers, and have included the Bryn Mawr Community Center, The Philadelphia College Settlement and work in smaller neighboring communities.

Miss Kellogg offers in each year the following graduate seminary:

Seminary in Social Economy Applied to Social Relief and Social Guardianship.

Two hours a week throughout the year.

This seminary includes the Practicum in Social Relief and Social Guardianship. It must be accompanied by the course in Social Treatment of Dependents, Delinquents, and Defectives or the course in Legal Procedure in Cases Involving Women and Children. Field work is carried on 7 to 12 hours per week according to election with such agencies as the following: The Philadelphia Society for Organizing Charities; The Home Service Department of the Red Cross; The Children's Bureau, an agency which investigates all complaints concerning children; The Children's Aid Society, a child-placing agency; The Girl's Aid; The Vocational Guidance Bureau; Hospital Social Service Departments and the various departments of the Municipal Court, such as the Probation, Statistical, Employment Agency and Psychological Departments.

The field work with these agencies is under the supervision of Miss Kellogg and of the director of the particular agency or department. In addition to the regular practice work, students are taken on observation trips to courts, almshouses, orphanages, asylums, institutions for the feeble-minded, the blind, the crippled, hospitals, etc.

Miss Bezanson offers in each year the following graduate seminary:

Seminary in Social Economy Applied to Industrial Supervision and Employment Management. *Two hours a week throughout the year.*

This seminary includes a practicum in Industrial Supervision and Employment Management, and consists of 7 or 12 hours field work per week in industrial experience in or near Philadelphia and four months of non-resident industrial experience. During the period of residence at Bryn Mawr, the field work is devoted to assisting in an employment office, while group observation trips are regularly arranged. In the non-resident period the student, in addition to experience in the employment office, by being transferred from process to process, is enabled by plant supervision to see not only the conditions of work but the adjustment of employment problems to the other factors of industry. Experience may also be afforded in the federal employment service and in factory inspection. In connection with this seminary each student must take the course in Industrial Supervision and Employment Management, and must precede or accompany it by the Seminary in Labour Organization or Industrial Organization or the equivalent.

In 1918-19 this seminary met two hours a week during the first semester, and was repeated during the second semester.

Miss Kellogg offers in each year the following graduate courses:

Social Treatment of Dependents. *Three hours a week during the first semester.*

This course involves a study of the principles, methods, and agencies employed for the prevention, relief and cure of dependency, defectiveness, and delinquency, such as family case-work, outdoor relief, and institutional care. This course must be accompanied by the seminary in Social Economy including the practicum in Social Relief or Community Organization and Administration. The following outline in very brief form presents the topics considered: (1) Causes of Dependency; (2) The Poor Laws; (3) The Principles and Methods in Family Case Work; (4) Outdoor Relief; (5) Agencies and Institutions Caring for Dependents, for dependent adults and for dependent children.

Social Treatment of Delinquents and Defectives.

Three hours a week during the second semester.

This course involves a study of the principles, methods, agencies and institutions employed for the prevention, care and cure of defectives and delinquents, such as juvenile courts, probation and parole systems, the indeterminate sentence and psychological laboratories in connection with the courts. This course must be accompanied by the seminary in Social Economy applied to Social Guardianship.

During the semester the following topics are considered:

I. Delinquents: (1) Causation Theories of Delinquency; (2) Theories of Punishment; (3) Penal Codes; (4) Criminal Courts; (5) Treatment of Criminals: Suspended sentences, Probation, Institutional Custody and Care, Parole; (6) Psychological laboratories in connection with Courts, Detention Homes and Correctional Institutions.

II. Defectiveness: (1) Causes of defectiveness; (2) Clinical types of defectives; (3) Educational classification of defectives; (4) Eugenic problems; (5) Criminal problems; (6) Institutional treatment of defectives; (7) Non-institutional treatment of defectives.

Legal Procedure in Cases involving Women and Children.

Two hours a week throughout the year.

The administrative side of the law affecting women and children is presented in this course. It includes a study of the law as applied in juvenile courts, domestic relations courts, and other municipal courts.

The following courses are open to graduate students by special arrangement:

Criminal Law.

Two hours a week throughout the year.

By special arrangement with the Law School of the University of Pennsylvania students in this department may pursue the course in Criminal Law offered by Dean Mikell at the Law School, Thirty-fourth and Spruce Streets, Philadelphia.

This course may accompany the course in Social Treatment of Delinquents and Defectives (Criminology) and the course in Legal Procedure in Cases involving Women and Children.

Criminal Procedure.

Two hours a week throughout the year.

By special arrangement with the Law School of the University of Pennsylvania students in this department may pursue the course in Criminal Procedure offered by Dean Mikell at the Law School, Thirty-fourth and Spruce Streets, Philadelphia.

This course must be preceded by the course in Criminal Law.

Miss Bezanson offers in each year the following graduate courses:

Industrial Supervision and Employment Management.

Two hours a week throughout the year.

The course presents the problems and methods of personnel administration. It includes, besides the consideration of the organization and functions of personnel departments, such practical problems as the selection of the worker, his physical and mental capabilities, his placement, rating and promotion. Intensive study is devoted to the instability of employees through the proper analysis of labour turnover. Other subjects considered in the course are questions arising in the equipment, technique and conduct of the Federal Employment office or labour exchange, the principles and procedure of factory inspection and the approved methods of supervision of workers in industrial processes. Any outline of the specialized course in Employment must be more or less tentative, as material must needs be brought together from trade and technical magazines, government bulletins, and the experiences and surveys of industrial firms and organizations. The following is a partial outline of the scope of discussion in the course in Industrial Supervision and Employment Management:

I. Employment Management: Function; Scope; Fundamental Problems—Stabilization of Employment.

II. Selecting Employees: Sources of Labor Supply; Applications and Interviews; Tests; Physical Examinations; Job Analysis; Standard Practise.

III. Training and Instruction: For New Employees: For Promotion; For Minor Executive; For Foreman.

IV. Employment Organization: Plan of Organization; Survey of Plant; Employment Office Equipment; Statistical Data; Records.

V. Relations to Workers in the Shops: Follow-up; Health Supervision; Absenteeism and Tardiness; Discipline and Complaints; Shop Committees; Terminations.

VI. Relation to Other Executives: Production Manager; Foremen; Industrial Engineer; Safety Engineer; Sanitary Expert; Fatigue Expert; Service Supervisor; Sales Manager.

VII. Relations with Community: Americanization; Schools; Social Organizations; Social and Industrial Insurance; Industrial Education; Legal Problems; Government Boards; Industrial Housing and Transportation; Industrial Commissions.

The course must be preceded or accompanied by the seminary in Labour Organization or Industrial Organization or the equivalent, and by the seminary in Social Economy including the Practicum in Industrial Supervision and Employment Management.

Advanced Statistics.

Two hours a week throughout the year.

This course attempts to study intensively the subjects of correlation and causation, or the functional relationships between series of facts. The main considerations of the

course are the method of least squares, the theory of linear correlation, skew distribution, partial correlation, and the theory of contingency.

The course must be preceded by the course in Elements of Statistics or its equivalent, and a foundation in mathematics including the Calculus is desirable to facilitate ease in comprehension.

If accompanied by the Special Research in Statistics the course becomes equivalent to a seminary.

Special Research in Statistics.

Seven hours of laboratory a week throughout the year.

This course including laboratory analysis and reports is offered in each year in connection with the course in Advanced Statistics and the two courses taken together are equivalent to a seminary.

The following graduate course will be offered in each year by an instructor whose appointment will be announced later:

Community Organization.

Two hours a week throughout the year.

The theory upon which community work is based and the technique used in its conduct are presented in this course to accompany the field practice which is carried on under the Seminary in Social Economy Applied to Community Organization. Experience of the student in the field is constantly used to exemplify the principles formulated. In the first semester the discussion pertains to the initiation and organization of community centres or associations, block organizations and settlements, and covers the following subjects:

(1) A study of the history of the community, of its physical aspects and its political and social organization.

(2) First steps in community organization including the methods of approach to strategic groups and to strategic individuals to secure co-operation, plans for financial support, organization of the governing body representative of the community, selection of responsible workers, and beginnings of activities.

(3) Community housekeeping, including selection of location and site, building plans, equipment, furnishings and decorations, and care of property.

(4) General management including preparation of budgets, staff organization, committee organization, activity records, office systems and selection, training, and supervision of volunteers.

(5) A study of other community and social agencies and co-operation with social, civic and political groups in the community.

(6) Co-operation with the schools, especially in relation to teachers, use of equipment, janitor service, and consideration of school problems such as home visiting, conduct of playgrounds, night schools, school lunches, school libraries, school gardens, etc.

The second semester is given to a study of the kind of activities which may be included in a community centre and settlement program. It devotes some weeks to consideration of the principles of individual education or the so-called community case work corresponding to what is known as social case work. This discussion considers the methods of conducting the first interview and the acquisition of data concerning the individual through school records or other means, the establishment of friendly relations, the assignment of the individual to proper groups and proper positions in the groups, the various means of observation and analysis of ability and character, and the procedure in home visiting. Having completed the study of investigation and analysis of the social qualities and needs of the individual, the course proceeds to consider the plan for personal development through an individual program of activities and relations.

The course next takes up the question of group education or social development of the group and through the group, and deals with the purpose of organization and the methods and procedure of club organization and leadership. It discusses educational courses suited to children (both boys and girls) and to adults (both men and women) and the kinds of

classes which may be introduced together with a consideration of necessary equipment and teachers and the principles of maintaining attendance and discipline.

The other subjects considered, include Americanization programs, types of recreational activity, the study of community art, including pageants, festivals, music, architectural design and city planning, the function of lectures and forums. The course concludes with a discussion of the adaptation of community work to varying community types and conditions, with especial reference to community work in rural districts.

An instructor, whose appointment will be announced later, will offer in 1919-20, and Miss King in each succeeding year the following graduate course:

Community Art.

Two hours a week throughout the year.

A special course will be given in Community Art, to show the methods of developing group expression in music, dramatics, pageantry, dancing, literary expression, architecture, graphic and plastic arts. This course prepares the student of artistic ability to use her best gifts in bringing out the artistic expression of the community. The purposes of educational dramatics, pageant and festivals forms, qualifications of directors, principles of casting, costuming and stage direction are included in the division on community dramatics. In a similar way the movement for community music, civic architecture, writing, painting or sculpture which are spontaneous expressions of the people are included in other divisions of the course.

Dr. Savage offers in 1919-20 the following graduate course:

Technical and Advanced Criticism. *Two hours a week during the first semester.*

In this course attention will be given to bibliography, the tabulating of critical data, the planning and writing of papers, reports, and dissertations, critical usage, and other matters. Materials collected for other courses in research are available for use in this work.

Mr. King offers in each year the following course in English Diction for graduate students:

General Course in Articulation and Voice Production.

One half hour a week throughout the year.

The object of this course is to train speakers in accurate and distinct articulation and to eliminate the faults of bad production. Speech is resolved into its phonetic elements which are made the basis of practical exercises so arranged as to be progressive in their difficulties.

Dr. Potter offers in 1918-19 and in each succeeding year the following graduate course, open to students working in the department:

Social Hygiene.

One hour a week during the first semester.

Dr. Kingsbury, Miss Kellogg and Miss Bezanson conduct in each year the Social Economy Journal Club.

Social Economy Journal Club. *Two hours once a fortnight throughout the year.*

Current books and articles are reviewed, recent reports, surveys and investigations are criticized, and the results of important research are presented for discussion.

Dr. Marion Parris Smith offers in each year the following graduate seminary:

Economic Seminary.

Two hours a week throughout the year.

In 1918-19 the tariff, currency and banking in the United States are the subjects of the seminary.

In 1919-20* the subject of the seminary will be Taxation, Banking and Railroad Finance since 1900.

In 1920-21 the Theories and Problems of Distribution and the agencies in modern social life that effect the distribution of wealth will be studied. Special attention will be paid to wage problems, profit sharing, various plans for controlling large scale production, land reforms, and income and excess profits taxation.

In 1921-22 Economic Theory and Economic History in the United States from 1790 to 1850 will be studied.

Dr. Fenwick offers in each year the following graduate seminary:

Political Seminary.

Three hours a week throughout the year.

In 1918-19 Constitutional questions involved in modern economic and social problems are the subject of the seminary. The chief economic and social problems of the United States are studied from the point of view of the restrictions placed by the Constitution on the legislative powers of Congress and of the several states in dealing with those subjects. As an introduction the various theories relating to the proper functions of the State are discussed.

In 1919-20 Comparative Constitutional Government will be the subject of the seminary. The object will be to compare and contrast the several forms of constitutional government represented by the United States, Great Britain, France and Germany, together with a study of the new constitutional governments of Russia, Czecho-Slovakia, and China, if proper material be available. Among the questions raised will be the location of sovereign power, the authority of the constitution, the restrictions placed by the constitution upon the governing bodies, and the protection afforded by the constitution to the rights of individuals and minorities.

In 1920-21 Constitutional Law of the United States will be the subject of the seminary. The decisions of the Supreme Court of the United States will form the basis of the work. Special stress will be laid upon the relations between the federal and state governments, interstate commerce, and due process of law under the Fourteenth Amendment. Students are required to present brief reports upon assigned cases in the first semester and to prepare a longer report upon a group of cases in the second semester.

Miss Franklin conducts in each year the following seminary:

Seminary in Municipal Government.

Three hours a week throughout the year.

This seminary deals with the structure and functions of modern municipal government. The legal relation of the city to the state, city charters, various types of city government, including the commission and city manager forms, are considered in the early part of the course. A study of modern municipal administration follows including municipal finance and budgetary problems, city planning, housing, public health and sanitation, franchises and public utilities. The discussion of modern agencies for research in city government is supplemented by practical field work at the Philadelphia Bureau of Municipal Research.

* Dr. Marion Parris Smith has been granted leave of absence for the year 1919-20 and during her absence the courses offered by her will be given by an instructor whose appointment will be announced later.

Dr. Leuba offers in each year the following graduate seminary:

Psychological Seminary.

Two hours a week throughout the year.

As the foundation of the work of the seminary one or two of the following subjects will be chosen each year: instinct, feeling, and emotion; the psychology of religion and of ethics; social psychology; abnormal psychology (mental disorders, the Freudian psychology, arrested mental development, and its social and educational implications, etc.); animal behaviour.

Dr. Leuba offers in each year the following graduate seminary:

Seminary in Social Psychology.

Two hours a week during the first semester.

In 1918-19 and again in 1920-21 the principles of social psychology and their applications to social problems are the subject of the seminary.

In 1919-20 and again in 1921-22 abnormal psychology, chiefly mental deficiency, and its social implications, or Temperament and Character, their instinctive and emotional foundation, will be the subject of the seminary.

This seminary is open to students who have pursued an elementary course in psychology. It may be elected separately or may be combined with the seminary in Social and Political Philosophy given in the second semester to count as a seminary in the Department of Social Economy and Social Research.

Dr. Theodore de Laguna offers in each year the following graduate seminary:

Seminary in Social and Political Philosophy.

Two hours a week during the second semester.

The topics chosen for discussion will vary from year to year. Among them will be such subjects as: the general nature of law; sovereignty and allegiance; the conception of personal liberty; property; punishment; marriage and the family; moral education. This seminary is open to students who have pursued an elementary course in philosophy. It may be elected separately or may be combined with the seminary in Social Psychology given in the first semester to count as a seminary in the Department of Social Economy and Social Research.

Dr. Rand offers in each year the following graduate seminary:

Seminary in Applied Psychology.

Two hours a week throughout the year.

Laboratory Work.

Four hours a week throughout the year.

This course combines seminary, laboratory drill and research features, and covers the psychological aspects of mental testing with special application to problems of vocational guidance and to the testing of normal adults, adult and juvenile delinquents and defectives.

In the seminary work, the requirements of mental tests, their standardization and statistical treatment are considered. The laboratory drill work consists of training in the application of general intelligence and diagnostic tests to normal children and adults. This furnishes a standard of the normal reaction to the tests as well as practice in giving the tests. Later the work will be with delinquents and defectives. The research work will be done in connection with Vocational Guidance Bureaus. Two problems will be considered here: (a) the devising and standardizing of specific tests for diagnosing ability for different vocations; and (b) the determination of the average level of intelligence needed to meet the demands of different vocations. The course is open only to graduate students who have had training in experimental psychology.

Special Laboratory Problems in Applied Psychology.

Four hours a week throughout the year.

This course is offered in connection with the course in Applied Psychology to students who wish to pursue more advanced work.

The following advanced undergraduate courses are offered to students in the department:

Dr. Kingsbury offers in each year the following courses, open to graduate students:

Social Betterment.

Two hours a week throughout the year.

This course presents the principles and methods used in the Charity Organization Society and the principles of case work are carefully considered and various case records both from the Charity Organizations Society and from Home Service experiences are studied in the class. Opportunity to attend case conferences are offered to the students, and observation excursions made to various social institutions and agencies of Philadelphia and the surrounding country. The course includes a survey of the origin, growth, and present methods of the most important social service and social welfare organizations in order to acquaint the student with the fields of activity in which social work is being carried on: (1) social education, through settlements, civic centres or other neighbourhood organizations; (2) improvement of industrial conditions, through associations for labour legislation, labour organizations, or consumers' efforts; (3) vocational guidance, through vocational advising, through placement, or through adjustment of employment; (4) child welfare, through societies for care and protection of children; (5) family care, through organizations for the reduction and prevention of poverty; (6) social guardianship, through the probation work in the juvenile courts or corrective institutions.

This course is open to students who have attended or are attending courses equivalent to the course in Minor Economics or in General Psychology.

Record Keeping and Social Investigation.

Two hours a week during the second semester.

The object of the course is to acquaint the student with the principles and methods of record keeping and filing which are applicable to municipal, state, and federal offices, to business organizations, and to social organizations and investigation, and with the methods of securing, analyzing, interpreting and presenting social data. The best systems in use will be analyzed and studied. Formulation of the various types of schedules, tabulation of information secured, and the framing of tables are among the subjects considered. The course concludes with a critical study of the methods used in social economic investigations, of sources of social statistical information, and of reports by federal and state departments and by private organizations. This course must be accompanied by the course in Elements of Statistics.

Miss Bezanson offers in each year the following free elective course, open to graduate students:

Elements of Statistics.

One hour a week throughout the year.

This course deals with the elementary principles of statistics and their application. Among the topics are the array, frequency distributions, averages, measures of variation, probability and theory of errors, theory of sampling, index numbers, logarithmic curves, graphic methods, comparisons, and the elements of linear correlation.

The course is recommended to students of social economy and of economics. No knowledge of mathematics beyond the requirements for matriculation is presupposed.

Dr. Marion Parris Smith offers in 1918-19 and again in 1920-21 the following post-major course, open to graduate students:

American Economic and Social Problems.

Two hours a week throughout the year.

The object of this course is to trace certain social movements in the United States from

1865 to the present time. Special studies are made of the changes in rural and urban population; immigration, the race problem; the development of city life; the problems of country life; problems of food distribution and marketing, cost of living, etc. Special topics are assigned to students for reports and attention is given to the use of original source material.

Dr. Marion Parris Smith offers in 1919-20* and again in 1921-22 the following post-major course, open to graduate students:

Economic and Social Legislation in England and America since 1890.

Three hours a week throughout the year.

The first semester is devoted to a review of recent English legislation dealing with trade unions, workmen's compensation, minimum wage, the sweated trades, old age pensions, unemployed, child-welfare, and the land system. In the second semester American legislation on these subjects is reviewed, as well as recent Anti-Trust legislation. Special topics are assigned to students for reports, and attention is given to the use of original source material.

Dr. Marion Parris Smith* offers in each year the following major course, open to graduate students:

History of Economic Thought and Recent Economic Problems.

Five hours a week during the second semester.

The course is divided into two parts: Part I aims to give students an historical introduction as a basis for a critical study of modern economic problems. The students read in connection with this section parts of Adam Smith's *Wealth of Nation*; Ricardo's *Principles of Political Economy and Taxation*; Malthus's *Principles of Population*; and selections from the writings of John Stuart Mill, Jevons, Wicksteed, Boehm-Bawerk, and Pantaleoni.

In part II certain modern economic problems are considered in some detail: distribution under socialism, co-operation, profit sharing, the minimum wage, the eight-hour day, tax reforms, price fixing, etc. Numerous short papers in connection with the reading, and one long report on some specially assigned subject are required.

Dr. Fenwick offers in each year the following major course, open to graduate students:

Present Political Problems.

Five hours a week during the first semester.

The object of this course is to present the chief political problems that have arisen in recent years. The study of practical problems is preceded by a study of theories relating to the origin and nature of the state, its end or object, and the proper sphere of state activities, under which last heading the various theories of individualism, liberalism, and socialism will be studied. Modern reforms in federal, state, and city government are next studied, and particular stress is laid upon the extension of federal power in the United States and the relation between the Fourteenth Amendment and modern social and economic legislation adopted in the exercise of the police powers of the several states.

Dr. Fenwick offers in each year the following free elective course, open to graduate students:

Elements of Private Law.

One hour a week throughout the year.

The object of the course is to familiarize the student with the principles and technical terms of those branches of private law with which the ordinary citizen is brought into contact. The subjects covered include Persons and Domestic Relations, Contracts,

* Absent on leave, 1919-20.

Torts, Real and Personal Property, and the chief forms of Procedure. The lectures are supplemented by a study and discussion of judicial decisions bearing on the subject.

Dr. Rand offers in each year the following major course, open to graduate students:

Applied Psychology.

Five hours a week during the second semester.

The specific applications of psychology form the subject matter of this course. An important feature is the application to the work of the clinic. Demonstrations are made of mental equipment and individual practice is given in mental testing. The applications of psychology to law, medicine, vocational guidance, advertising, etc., are briefly considered. Four hours a week of laboratory work is required from students taking the course. A knowledge of psychology equivalent to that obtained in the minor experimental course is presupposed.

Dr. Ferree and Dr. Rand offer in each year the following minor course:

Experimental Psychology.

Five hours a week during the first semester.

Laboratory Work.

Four hours a week during the first semester.

(Open only to those students who have taken the required course in psychology or its equivalent.)

The lectures constitute an abbreviated course in systematic psychology in which the historical, critical, and theoretical features of the subjects covered are discussed and the experimental features demonstrated. Especial stress is laid on the comparative study of method. The laboratory work consists of individual practice in selected topics.

Dr. Grace de Laguna offers in 1918-19 and Dr. Sabin offers in 1919-20 the following minor course, open to graduate students:

Elementary Logic and Ethics.

Five hours a week during the second semester.

The equivalent of two hours a week for a semester is devoted to logic and the remainder to ethics. The instruction in logic covers the topics of definition, classification, the interpretation of propositions, the syllogism, the inductive methods, analogy and the use of hypotheses. In the lectures on ethics special attention will be given to the relations between moral standards and the persistent and developing requirements of social organization.

Dr. Leuba offers in each year the following major course, open to graduate students:

Social Psychology: The Psychology of Group Life and the Origin and the Nature of Magic, Religion, Ethics, Science and Art.

Five hours a week during the first semester.

Psychology has so far been concerned almost exclusively with individuals, human or animal, normal or abnormal. But a community, a crowd, a clique, an industrial trust, do not behave as the individuals composing them would behave if they acted independently. For this reason the study of the laws of social interrelation and of social action has become a separate branch of psychology. The social institutions magic, religion, ethics, science, art, industry, and commerce are the most important forms which social life has assumed in the course of human development.

Dr. Castro gives in each year the following undergraduate course, open to graduate students:

Education.

Two hours a week throughout the year.

The course interprets modern educational problems from the standpoint of their social setting; develops the psychological principles underlying the technique of teaching and demonstrates their application; sketches the mental, moral, and physical development of children from infancy through adolescence; and discusses the treatment of children individually and in groups in school and extra-school activities.

It is conducted as a general survey course covering the subject-matter indicated, or various topics are stressed and studied more intensively according as the interests of the class vary from teaching to social work or to a more general interest in educational problems.

Dr. Arlitt offers in 1918-19 and in each succeeding year the following undergraduate course, open to graduate students:

Experimental Educational Psychology. *Three hours a week throughout the year.*

Laboratory Work.

Two hours a week throughout the year.

In the first semester a study is made of sensori-motor learning, perceptual learning, and learning of the problem-solving type. Particular emphasis is laid on the conditions and methods of efficient study and on the training of memory.

In the second semester the course takes up the study of school subjects from the point of view of laboratory experimentation and a survey of the field of group and individual tests and educational scales and measurements.

Dr. Savage offers in 1919-20 and again in 1921-22 the following free elective course:

The Technique of the Drama.

Two hours a week throughout the year.

This course is open only to those students who can assure the instructor that they can pursue the work with profit. It deals with the making of scenarios, adaptation, and the writing of original longer and shorter plays; and with the observation of dramatic technique in plays read and seen.

Dr. Tennent offers in each year the following free elective course, open to graduate students:

Theoretical Biology.

One hour a week throughout the year.

This is an historical course dealing with the development of the theories of biology. The course is open to students who have had one year's training in science. A considerable amount of assigned reading is required.

General Statement.

The courses in Social Economy and Social Research are intended for graduate students who may present a diploma from some college of acknowledged standing. No undergraduate students are admitted although graduate students in the department may elect, subject to the approval of the Director of the Department, undergraduate courses in other subjects.

Pre-requisites.

Students of this department should offer for admission to their graduate work a preliminary course in economics, and more advanced courses equivalent to the Bryn Mawr College major course* in economics, politics, psychology, philosophy, or history, and also preliminary work in psychology† or biology, or should follow such courses while taking the work of the department.

The courses are planned for one, two, and three years, on the principle that about two-thirds of the student's time shall be given to the study of theory and the remaining one-third to practical work and investigation in her chosen field. Students entering the department are expected to pursue the work throughout one year at least. After one year of work in this department one-half year may be given to a practicum in residence in a social service institution, in connection with a social welfare or community organization, in a federal or state department of labour and industry, in a federal or state employment office, or in a manufacturing or mercantile establishment in Philadelphia, New York, New England, or elsewhere, during which time the practical work and special reading and research will be supervised by the instructor in charge of the practicum and the head of the institution, department or business firm.

Practicum.

The fields from which a subject for the practicum may be chosen are as wide as are the organized activities for social welfare. Advantage has been taken by the department of the very generous interest and co-operation of the Philadelphia social agencies, federal and state department and manufacturers and merchants to secure for its students definite affiliations with practical work in the fields chosen by them. This has led in the years of 1915-18 to an arrangement for co-operative work with the College Settlement, the Municipal Court, the Society for Organizing Charity, the Women's Trade Union League, the Social Service Department of the

* In all fully organized departments of Bryn Mawr College there is a course of five hours a week for two years, called a Major Course. Whenever one year of this course is of such a nature that it may be taken separately, it is designated as a Minor Course. Every candidate for the A.B. degree is required to take two such courses as shall be homogeneous, or shall complete each other, and major courses which fulfil this condition are designated as Groups. The object of these major courses is to enable students to acquire the foundations of a subject.

† The importance of psychology may make it necessary to advise students without adequate preparation in this subject to take certain psychological courses as a part of their required work. In some fields of work laboratory courses should be included in the preparation.

University of Pennsylvania Hospital, the Bryn Mawr Community Center, the Massachusetts Minimum Wage Commission, the Federal Children's Bureau, the Children's Aid Society, the Consumers' League, the Seybert Institution, the White-Williams Foundation, the U. S. Employment Service, and the State Department of Labour and Industry.

The following business firms are a few of those who have afforded opportunity for practical work in industrial supervision and employment management. A full list of the co-operating firms is found on page 21.

American Pulley Company, Atlantic Refining Company, Barrett Company, Bell Telephone Company, Edward G. Budd Manufacturing Company, A. M. Collins Company, Curtis Publishing Company, Henry Disston & Sons Company, Eddystone Munitions Works, General Electric Company, American International Shipbuilding Corporation at Hog Island, Link Belt Company, Midvale Steel Corporation, Miller Lock Company, Notaseme Hosiery Company, Fayette R. Plumb Company, John B. Stetson Company, Sutro Hosiery Company, John Wanamaker.

Graduates of colleges other than Bryn Mawr College that have completed the required preliminary work in Economics, Political Science and Psychology and are able to study for one year only will receive Certificates in Social Economy stating courses they have satisfactorily completed. As the degree of Master of Arts is conferred only on graduates of Bryn Mawr College it is hoped that this certificate will in many cases be accepted for the master's degree in the colleges and universities from which students have received their bachelor's degree. Graduates of Bryn Mawr College may receive the degree of Master of Arts in Social Economy and Social Research under the conditions prescribed for this degree.*

Graduate students that have completed the required preliminary work who are able to study for two years will receive Certificates in Social Economy stating the courses they have satisfactorily completed.

The degree of Doctor of Philosophy in Social Economy and Social Research is open to graduates of all colleges of high standing under the conditions prescribed for this degree in Bryn Mawr College.†

Candidates for the degree of Doctor of Philosophy in Social Economy and Social Research may select the associated or independent minor from the foregoing seminaries and from

*Certificates
and
Degrees.*

* For requirements for the degree of Master of Arts, see Bryn Mawr College Calendar Graduate Courses 1918.

† For requirements for the degree of Doctor of Philosophy, see Bryn Mawr College Calendar, Graduate Courses, 1918.

other graduate seminars or courses, subject to the approval of the Graduate Committee. Candidates for this degree in other departments may elect, with the approval of the Director of the Department, the following seminars for the associated or the independent minor according to the regulations of the Academic Council of Bryn Mawr College.

Graduates of Bryn Mawr College, and graduates of other colleges who shall have satisfied the Academic Council that the course of study for which they have received a degree is equivalent to that for which the degree of Bachelor of Arts is given by Bryn Mawr College, or who shall have attended such additional courses of lectures as may be prescribed, may apply to the Academic Council to be enrolled as candidates for the degree of Doctor of Philosophy; admission to the graduate school does not in itself qualify a student to become a candidate for this degree.

The Appointment Bureau of Bryn Mawr College is under the direct supervision of the dean of the College and co-operates with the Carola Woerishoffer department in recommending to social agencies and institutions and to manufacturing and mercantile establishments women trained in this department.

Fellowships and Scholarships.

Resident Graduate Scholarships.

The most distinguished place among graduate students is held by the fellows and graduate scholars, who must reside in the college during the academic year. Fellowships and scholarships available in the department of social economy are as follows:

The President M. Carey Thomas European Fellowship of the value of \$500 was founded in 1896 by Miss Mary E. Garrett of Baltimore and is awarded annually on the ground of excellence in scholarship to a student in any department in her first year of graduate work at Bryn Mawr College. The fellowship is intended to defray the expenses of one year's study and residence at some foreign university, English or Continental. The choice of a university may be determined by the holder's own preference, subject to the approval of the Faculty.

The Mary E. Garrett European Fellowship of the value of \$500 was founded in 1894 by Miss Mary E. Garrett of Baltimore and is awarded annually on the ground of excellence in

scholarship to a student in any department still in residence who has for two years pursued graduate studies at Bryn Mawr College. The fellowship is intended to defray the expenses of one year's study and residence at some foreign university, English or Continental. The choice of a university may be determined by the holder's own preference, subject to the approval of the Faculty.

Two Carola Woerishoffer Memorial Fellowships in Social Economy and Social Research of the value of \$525 are awarded annually on the ground of excellence in scholarship to candidates who have completed at least one year of graduate work at some college of good standing after obtaining their first degree.

A resident Intercollegiate Community Service Association joint fellowship was established in 1915 and is offered by the Intercollegiate Community Service Association and by some Bryn Mawr College alumnae to a Bryn Mawr College graduate who wishes to prepare herself for settlement work. The value of the fellowship is \$625, \$125 of which is given by the College to meet the tuition fee. The holder of the fellowship is required to live in the College Settlement in Philadelphia and to give her entire time to the work of the Department of Social Economy, the practicum, carried on in the Settlement under the direction of the head worker and the director of the department, occupying one-third of her time. There is a charge of \$7.00 a week for board and lodging in the Settlement and in addition to the usual charge of \$125 for the graduate tuition fee in Bryn Mawr College, the usual laboratory and transportation fees. Applications may be sent either to Miss Hilda W. Smith, Bryn Mawr, Pennsylvania, or to the President of the College.

Two additional joint fellowships of the value of \$450, are offered by the Intercollegiate Community Service Association in conjunction with Smith College and Wellesley College, to graduates of Smith College and Wellesley College, respectively, who wish to prepare themselves for community service. By special arrangement with the Committee on Scholarships these scholarships may be held in connection with the College Settlement of Philadelphia and Bryn Mawr College. Smith and Wellesley alumnae are referred for further information to Miss Hilda Worthington Smith, Bryn Mawr, Pennsylvania.

Several Graduate Scholarships in Social Economy, of the value of \$200 each, may be awarded to candidates next in merit to the successful candidates for the fellowships; they are open for competition to graduates of Bryn Mawr College, or of any other college of good standing.

Several Graduate Scholarships in Social Economy in preparation for Industrial Supervision and Employment Management, of the value of \$300 each, have been offered by the National War Council of the Young Women's Christian Association for the year 1918-19, and 1919-20, and are open for competition to graduates of Bryn Mawr College, or of any other college of good standing.

Several Graduate Scholarships in Social Economy in preparation for Community Work, of the value of \$300 each, have been offered for the year 1919-20, and are open for competition to graduates of Bryn Mawr College or of any other college of good standing.

The Susan B. Anthony Memorial Research Scholarship in Social Economy and Social Research and in Politics, of the value of four hundred and fifty dollars, was founded by the Executors of the late Susan B. Anthony, Dr. Anna Howard Shaw and Miss Lucy E. Anthony, in memory of Susan B. Anthony's work for women's college education. The holder is expected to devote one-third of her time to the study of politics and must investigate, educational, social or industrial conditions affecting women.

The Robert G. Valentine Memorial Scholarship in Social Economy and Social Research of the value of two hundred dollars is offered by Mrs. Frank W. Hallowell of Chestnut Hill, Massachusetts, to be awarded by the President and Faculty of Bryn Mawr College on the recommendation of the Director of the Carola Woerishoffer Department of Social Economy and Social Research to a candidate approved by the donor. It is open to graduates of Bryn Mawr College or of any other college of good standing.

Two special graduate scholarships in Social Economy are offered to French women, in memory of one who loved France, by two anonymous donors for the year 1919-20. These scholarships are of the value of \$575, each, a sum sufficient to meet

expenses for the fees of the course, personal expenses and board and room at the College during the college year. An additional sum has been placed at the disposal of the Carola Woerishoffer Department to defray expenses of the journey to and from America, etc. These scholarships are intended for women who wish to devote themselves to preparation in Industrial Supervision and Employment Management under the Carola Woerishoffer Graduate Department of Social Economy and Social Research. They are open for competition to all French women who have received the Baccalaureate degree, who are especially fitted by temperament and character for supervision of groups of industrial workers or of workers in industry, and who have, since the completion of their college course, studied for one or more years in a university or have carried on study especially fitting them for direction in industrial establishments or whose vocational experience has been of special value for such work. Information with regard to these scholarships may be secured from Mlle. de Saint-Exupéry, 39 Rue Pierre Belou, Le Mans, Sarthe, who will also receive applications from candidates. Applications of candidates may also be addressed to M. Petit Dutailis, Office Nationale des Ecoles et Universités Françaises, 96 Boulevard Raspail, Paris, or to The Recording Dean of Bryn Mawr College, Bryn Mawr, Pennsylvania, U. S. A.

The fellowships and scholarships are intended as an honour, and are awarded in recognition of previous attainments; generally speaking, they will be awarded to the candidates that have studied longest or to those whose work gives most promise of future success. All fellows may study for the degree of Doctor of Philosophy, the fellowship being counted, for this purpose, as equivalent to the degree of Bachelor of Arts. Fellows that continue their studies at the college after the expiration of the fellowship, may, by a vote of the directors, receive the rank of Fellows by Courtesy.

Fellows are expected to attend all college functions, including commencement exercises, to wear academic dress, to assist in the conduct of examinations, and to give about an hour a week to the care of special libraries in the halls of residence and in the seminaries, but no such service may be required of them except by a written request from the president's office; they are not permitted while holding the fellowship to teach, or to undertake any other duties in addition to their college work. They are expected

*Duties of
Resident
Fellows.*

to uphold the college standards of scholarship and conduct and to give loyal support to the Students' Association for Self-Government. They are required to reside in the college and are assigned rooms by the Secretary of the College. They are charged the usual fee of five hundred and thirty dollars for tuition, board, room-rent, and infirmary care.

The holder of a fellowship is expected to devote at least one-half her time to the department in which the fellowship is awarded, and to show by the presentation of a thesis or in some other manner that her studies have not been without result.

Opportunity is offered by the College Settlement of Philadelphia for two graduate students to reside at the settlement, paying a minimum rate of board, to take at least six hours of practice work at the settlement, and to pursue courses in the Carola Woerishoffer Graduate Department.

*Duties of
Resident
Scholars.*

Scholars are expected to reside in the college, to attend all college functions, including commencement exercises, to wear academic dress and to assist in the conduct of examinations. It is understood that they will uphold the college standards of scholarship and conduct and give loyal support to the Students' Association for Self-Government.

*Applications
for Resident
Fellowships
and
Scholarships.*

Application for resident fellowships or scholarships should be made to the President of the College on a form obtained from the President's office, as early as possible, and not later than the first of April preceding the academic year for which the fellowship or scholarship is desired. A definite answer will be given within two weeks from the latest date set for receiving applications. Any original papers, printed or in manuscript, which have been prepared by the applicant and sent in support of her application will be returned when stamps for that purpose are enclosed, or specific directions for return by express are given. Letters or testimonials will be filed for reference.

*Tuition for
Graduate
Students.*

For graduate students attending six or more hours a week of lectures and for fellows and graduate scholars the tuition fee is one hundred and twenty-five dollars a year, payable half-yearly in advance. An emergency fee of one hundred dollars payable in advance is charged in addition all students with the exception of fellows and graduate scholars and graduate students taking less than eight hours a week of lectures. For other graduate students* who do not wish to devote all their time to graduate work

* Doctors of Philosophy of Bryn Mawr College may attend lectures or work in the laboratories without payment of any fee except for material used in the laboratory.

the fees are as follows, payable in advance: for one hour a week of lectures, ten dollars a semester; for two hours a week of lectures, twenty dollars a semester; for three hours a week of lectures, thirty dollars a semester; and for four or five hours a week of lectures, forty dollars a semester.* This arrangement is made especially for non-resident graduate students, but those who wish to take five hours a week of lectures or less may live in the college halls on the understanding that they must give up their rooms if needed for students who are taking the full amount of graduate work and paying the regular tuition fee. The tuition fee for the semester becomes due as soon as the student is registered in the college office. No reduction of this fee can be made on account of absence, dismissal during the currency of the semester, term, or year covered by the fee in question, or for any other reason whatsoever.

Graduate students taking courses in the department of Social Economy and Social Research are charged a laboratory fee of \$5 a semester and may also be required to provide themselves with two 50-trip tickets between Bryn Mawr and Philadelphia costing \$15.30. Any extra expenses for train fares or car fares or other charges in connection with the work required by the department will be defrayed by the department.

*Laboratory
Fees.*

Residence in the college buildings is optional except for holders of resident fellowships and scholarships. In each hall of residence, except Merion Hall, a special wing or corridor is reserved for graduate students, and in order to secure entire quiet no undergraduate students are permitted to engage rooms in the graduate wings. The expense of board and residence in the graduate wings of the college halls is four hundred dollars. Of this amount three hundred dollars is the charge for board, and is payable half-yearly in advance; the remainder is room-rent, and is payable yearly in advance. Room-rent includes all expenses of furnishing, service, heating, and light.†

*Residence for
Graduate
Students.*

A deposit of fifteen dollars is required from each graduate student, fellow, or scholar who desires to reserve a room in a hall of residence. The amount of this deposit will be deducted from the rent if the room is occupied by the student; it will be refunded if the student gives formal notice to the Secretary of the College before the fifteenth of July preceding the academic year for which the application is made that she wishes to

* The fees charged are reckoned on the basis of the actual hours of conference or lecture, irrespective of the number of undergraduate hours to which the course is regarded as equivalent.

† In counting the number of hours for which a graduate student is registered the following special arrangements are made in regard to laboratory courses: payment for a one-hour lecture course in a scientific department entitles the student to four hours of laboratory work in addition with no extra charge except the laboratory fee. Students registered for laboratory work only, are charged the following tuition fee: for each two and one-half hours of undergraduate laboratory course and for each five hours of graduate laboratory course the same fee as for a one-hour lecture course. The laboratory fee is charged in addition to the charge for tuition.

† Rugs and towels must be furnished by the students themselves. Graduate students will, upon request, be supplied with rugs.

withdraw her application. If for any reason whatever the change or withdrawal be made later than July fifteenth, the deposit will be forfeited to the College.

*Summary of
Expenses for
Graduate
Students.*

For graduate students the fees are as follows:

Tuition for the semester, payable on registration:	
For one hour a week of lectures	\$10.00
For two hours a week of lectures	20.00
For three hours a week of lectures	30.00
For four or five hours a week of lectures	40.00
For six or more hours a week of lectures	62.50
Room-rent for the academic year, payable on registration	100.00
Board for the semester, payable on registration	150.00
Total expenses for the academic year:	
Tuition fee, six or more hours a week of lectures	125.00
Room-rent in the dormitories	100.00
Board in the dormitories	300.00
Infirmary fee	5.00
Emergency fee*	100.00
Total for tuition, residence, and infirmary care for the academic year	
\$630.00	
Laboratory fees and railway transportation between Philadelphia and Bryn	
Mawr for the academic year	
\$10 to \$25.30	

Where accommodations for graduate students can not be secured in the dormitories, the College will endeavor to arrange for board and room at about the same rate.

Students whose fees are not paid by November first in the first semester or by March first in the second semester are not permitted to continue in residence or in attendance on their classes.

* Remitted for students holding fellowships and scholarships.

GRADUATE STUDENTS IN THE DEPARTMENT OF SOCIAL ECONOMY AND SOCIAL RESEARCH, 1915-1919.

HELEN ADAIR, Kearney, Neb.
*Justus C. Straubridge Fellow in Economics and Politics; Social Economy
and Social Research, 1917-19.*

Preparation: A.B., Barnard College, 1915; A.M., Columbia University, 1916. Bryn
Mawr, 1917-19.

GEORGIA LOUISE BAXTER, Morrison, Colo.
*Carola Woerishoffer Fellow in Social Economy and Social Research,
1917-18; 1918-19.*

Practicum: Philadelphia Municipal Court, Bureau of Statistics.

Preparation: A.B., University of Denver, 1914; M.A., University of California, 1917;
Bryn Mawr, 1917-19.

Experience: Teacher and Matron, State Industrial School for Girls, Morrison, Colo.,
1914-15.

KATHARINE REYNOLDS BELL, Ithaca, N. Y.

Non-Resident Scholar, Social Economy and Social Research, 1917-18.

*Scholar in Social Economy (Industrial Supervision and Employ-
ment Management), June, 1918-February, 1919.*

Practicum: Bryn Mawr Community Center; The McElwain Shoe
Manufacturing Company, Manchester, N. H.; The United
States Cartridge Company, Lowell, Mass.; The General Electric
Company, Lynn, Mass.; The Midvale Steel Company, Phila-
delphia, Pa.

Preparation: A.B., Cornell University, 1917; Bryn Mawr, 1917-19.

Experience: Assistant Employment Manager, Goodrich Rubber Company, Akron, Ohio,
1919-.

MARION GRISWOLD BOALT, Norwalk, Ohio

*Scholar in Social Economy (Industrial Supervision and Employment
Management), June, 1918-February, 1919.*

Practicum: The Dennison Manufacturing Company, Framingham,
Mass.; Joseph & Feiss Company, Cleveland, O.; The United
States Employment Service, Philadelphia, Pa.

Preparation: Mount Holyoke College, 1900-03; A.B., Lake Erie College, 1904; Teachers
College, 1914-15, and summer, 1915; University of Chicago, summer quarter, 1917;
Bryn Mawr, 1918-19.

Experience: Served in various capacities, Lake Erie College, 1904-05; Taught Wells
College, 1905-11; Taught Mills College, 1911-18; Employment Department, Lindner's
Store, Cleveland, O., 1919-.

MARIE LOUISE BORNGESSER, Died, 1919

*Scholar in Social Economy (Industrial Supervision and Employment
Management, February, 1919-October, 1919.*

Practicum: The American International Shipbuilding Company,
Hog Island, Philadelphia, Pa.

Preparation: B. S. in Education, University of Pennsylvania, 1918; University of Chicago,
September to December, 1918; Bryn Mawr College, 1919.

Experience: Saleswoman, summer, 1913; Assistant housemother, St. Stephen's Farm,
summers, 1914 and 1915; bookkeeper, six weeks, 1916; Playground, Friends Neighbor-
hood Guild, Philadelphia, summer, 1917; Recreation secretary, Tenth and Glenwood
Avenues, Philadelphia, Young Women's Christian Association, summer, 1918.

ANNA HAINES BROWN, Philadelphia

History; Social Economy and Social Research, 1916-17.

Preparation: A.B., Bryn Mawr College, 1915, and A.M., 1916.

GEORGIANNA BUNTON,..... Bar Ranch, Rover, Mo.
Scholar in Social Economy (Industrial Supervision and Employment Management), June, 1918-February, 1919.

Practicum: The Dennison Manufacturing Company, Framingham, Mass.; Bryn Mawr Community Center; Barrett Manufacturing Company, Philadelphia, Pa.

Preparation: A.B., Northwestern University, 1910; Bryn Mawr College, 1918-19.

Experience: Three years community experience; District Supervisor, Industrial Section of the Young Women's Christian Association, 1919-.

ALPHA BEATRICE BUSE,..... Polson, Mont.
Scholar in Social Economy (Industrial Supervision and Employment Management), October, 1918-June, 1919.

Practicum: The Winchester Repeating Arms Company, New Haven, Conn.

Preparation: B.S. (Psychology), University of Montana, 1916; Bryn Mawr College, 1918-19.

Experience: War Department, Division of Military Aeronautics, Washington, D. C., 1917-18; Industrial Supervisor, Young Women's Christian Association, Paris, France, 1919-.

CLARE WILHELMINA BUTLER,..... St. Louis, Mo.
Robert G. Valentine Scholar in Social Economy and Social Research; Psychology, 1917-18.

Practicum: Society for Organizing Charity, Philadelphia.

Preparation: A.B., Vassar College, 1909. Graduate Nurse, Massachusetts General Hospital, Boston, Mass., Dec., 1915; Registered Nurse, Mass., 1917; Bryn Mawr College, 1917-18.

Experience: Instructor of Mathematics and Science, Lindenwood College, St. Charles, Mo., 1909-10; Medical Social Worker, Massachusetts Charitable Eye and Ear Infirmary, Boston, Mass., Jan., 1916-June, 1917. Psychiatric Social Worker, Massachusetts Psychiatric Hospital, 1918-.

ELSA MAY BUTLER,..... St. Louis, Mo.
Carola Woerishoffer Fellow in Social Economy and Social Research; Psychology, 1915-16.

Preparation: A.B., Vassar College, 1905; A.M., Washington University, 1914; Bryn Mawr College, 1915-16.

Experience: Teacher, High School, Neligh, Neb., 1905-06; Teacher, Akeley Hall, Grand Haven, Mich., 1906-08; Teacher, Hosmer Hall, St. Louis, Mo., 1908-12; Assistant Head Worker, Social Service Department, St. Louis Children's Hospital, 1912-15; Head Worker, Social Service Department, Hahnemann Hospital, Philadelphia, 1916-18; Extension Course Lecturer on "Hospital Social Service," Pennsylvania School for Social Service, Philadelphia, 1916-18; Field Director of the State of Missouri, Bureau of Civilian Relief of the Southwest Division of the American Red Cross, 1918; Director, Home Service Institute, Red Cross, St. Lawrence County, New York, July, 1918; Assistant Professor of Social Economics, Vassar Training Camp for Nurses, Aug.-Sept., 1918; Executive Secretary of the Polish Gray Samaritan Training School, Young Women's Christian Association War Work Council, 1918-.

AGNES MARY HADDEN BYRNES,..... Evanston, Ill.
Susan B. Anthony Memorial Scholar in Social Economy and Social Research, and Politics; Philosophy, 1916-17.

Carola Woerishoffer Fellow in Social Economy and Social Research; Politics; Philosophy, 1917-18.

Preparation: A.B., Northwestern University, 1915; A.M., Columbia University, 1916; Bryn Mawr College, 1916.

Experience: Superintendent of the Money Order Department of the Post Office, Evanston, Ill., 1911-15; Research Assistant, United States Shipping Board, 1918-19; Instructor, Social Research, Margaret Morrison Carnegie Technical Institute, Jan., 1919-.

ALICE SQUIRES CHEYNEY,..... Philadelphia
Social Economy and Social Research; Psychology, 1915-16.
Social Economy and Social Research, 1917-18.

Preparation: A.B., Vassar College, 1909; Philadelphia Training Course for Social Workers, 1909-10; Graduate Student, University of Pennsylvania, 1910-11; Graduate Student, University of Wisconsin, 1916-17; Bryn Mawr College, 1915-16, 1917-18; University of Pennsylvania, 1918-.

Experience: Agent, Philadelphia Children's Bureau, 1909-11; Assistant to the Director, Bureau for the Registration and Exchange of Confidential Information, 1911; Investigator, Massachusetts Commission on Minimum Wage Boards, 1911; Statistician and Investigator, New York State Factory Investigating Commission, 1913-14; Agent, Federal Children's Bureau, 1917; Secretary, Sub-committee, Pennsylvania State Committee of Public Safety, 1917-18; Instructor, Pennsylvania School for Social Workers, Feb.-May, 1919.

HELEN ADELIA COOK, Wyalusing, Pa.
Scholar in Social Economy (Industrial Supervision and Employment Management), October, 1918-June, 1919.

Practicum: The Miller Lock Company, Philadelphia, Pa.; The Notaseme Hosiery Company, Philadelphia, Pa.; Edward G. Budd Manufacturing Company, Philadelphia, Pa.

Preparation: A.B., Mount Holyoke College, 1910; University of Washington, summer, 1915 and 1917; Bryn Mawr College, 1918-19.

Experience: Teacher, Mineville, N. Y., 1912; Teacher, Spring Hill, Pa., 1913; Teacher, Wenatchee, Wash., 1914-18; Mothers' Pension Bureau, Philadelphia, four months, 1918; Director of Training, A. M. Collins Company, Philadelphia, Pa., 1919-.

ELEANOR COPENHAVER, Marion, Va.
Scholar in Social Economy and Social Research, 1918-19.

Practicum: The Bryn Mawr Community Center.

Preparation: A.B., Richmond College, Va., 1917; Bryn Mawr College, 1918-19.

Experience: Teacher of Science, The High School, Marion, Va., 1917-18.

EMMA GRETCHEN CORSTVET, . 553 Twenty-eighth Avenue, Milwaukee, Wis.
Scholar in Social Economy (Industrial Supervision and Employment Management), October, 1918-June, 1919.

Practicum: The Miller Lock Company, Philadelphia, Pa.; Women's Trade Union League, Boston, Mass.; Women's Trade Union League, Philadelphia, Pa.

Preparation: A.B., University of Wisconsin, 1918; Bryn Mawr College, 1918-19.

Experience: Library work one summer; with the Wisconsin Industrial Commission a short time; Munition Factory Investigations for Woman's Division, Ordnance Department, summer, 1918; knitting mill, some months.

HELEN ROWENA DAVIDSON, North Bend, Ore.
Scholar in Social Economy (Industrial Supervision and Employment Management), October, 1918-June, 1919.

Practicum: Suto Hosiery Company, Philadelphia, Pa.; Connecticut Mills, Danielson, Conn.; Krompton Knowles Loom Works, Worcester, Mass.

Preparation: A.B., University of Idaho, 1918; Bryn Mawr College, 1918-19.

Experience: Teacher, High School, Reubens, Idaho, 1915-16; Saleswoman, summer, 1918; with the Wylie Permanent Camping Company, Yellowstone Park, summer, 1916; Research Worker, Seybert Institution, Philadelphia, summer, 1919.

JANE STODDER DAVIES, Tuft's College, Mass.
Robert G. Valentine Scholar in Social Economy, 1918-19.

Practicum: The Bryn Mawr Community Center.

Preparation: A.B., Jackson College, Tuft's College, 1918; Bryn Mawr College, 1918-19.

MARY DINSMORE, Marysville, Calif.
Scholar in Social Economy (Industrial Supervision and Employment Management), June, 1918-February, 1919.

Practicum: The Scovill Manufacturing Company, Waterbury, Conn.; The American International Shipbuilding Corporation, Hog Island, Philadelphia, Pa.

Preparation: A.B., Mills College, 1916; Bryn Mawr College, 1918-19.

Experience: One year business experience; one year community organization; research assistant to Mr. Dudley Kennedy, Counsel and Practical Adviser in Labor Employment and Industrial Relations Problems, Philadelphia, Pa., 1919-.

- LEAH HANNAH FEDER, Passaic, N. J.
Carola Woerishoffer Scholar in Social Economy and Social Research; Psychology; Philosophy, 1917-18.
Carola Woerishoffer Fellow in Social Economy and Social Research; Psychology, 1918-19.
Practicum: White-Williams Foundation, Philadelphia.
Preparation: A.B., Mount Holyoke College, 1917; Bryn Mawr College, 1917-19.
Experience: Case Worker Substitute, New York Charity Organization Society, summers of 1917 and 1918; Supervisor in the Children's Aid Society of Pennsylvania, 1919-.
- ESTELLE S. FRANKFURTER, Cambridge, Mass.
Scholar in Social Economy (Industrial Supervision and Employment Management), February-October, 1919.
Practicum: The Atlantic Refining Company, Philadelphia, Pa.
Preparation: A.B., Radcliffe College, 1918; Hunter College, 1913-15; Bryn Mawr College, 1919.
Experience: Operator, Holtzer-Cabot Company, three months; Junior Examiner, The United States Employment Service, Boston, six weeks.
- ADRIENNE KENYON FRANKLIN, *. New York City
 * Mrs. Benjamin Franklin, Jr.
Carola Woerishoffer Scholar in Social Economy and Social Research and College Settlement Association Joint Fellow, 1916-17.
Practicum: Philadelphia College Settlement.
Preparation: A.B., Bryn Mawr College, 1915, and A.M., 1917; Special Student, Columbia University, Oct., 1915-Jan. 1916; Bryn Mawr College, 1916-17.
Experience: Office Secretary, National Social Workers' Exchange, New York City, Aug.-Nov., 1917; Assistant Employment Manager, American Lithographic Company, New York City, Nov., 1917-18.
- HELEN GENEVIEVE FULLER, Amesbury, Mass.
Carola Woerishoffer Scholar in Social Economy and Social Research; Politics; Economics, 1915-17.
Practicum: Society for Organizing Charity, Philadelphia; Massachusetts Minimum Wage Commission.
Preparation: A.B., Mount Holyoke College, 1915; Bryn Mawr College, 1915-17.
Experience: Special Investigator for the Consumers' League of Rhode Island, winter, 1917; Assistant Secretary, Massachusetts Minimum Wage Commission, 1918-19; Investigator, United States Bureau of Labor Statistics, 1919-.
- HELEN MARIE HARRIS, Chestnut Hill, Philadelphia
Bryn Mawr-Intercollegiate Community Service Association Joint Fellow in Social Economy and Social Research; Psychology and Philosophy, 1917-18.
Practicum: Philadelphia College Settlement.
Preparation: A.B., Bryn Mawr College, 1917, and A.M., 1918; Student, University of Pennsylvania, summer session, 1917; Secretarial work at Drexel Institute, Philadelphia, summer of 1915.
Experience: Financial Secretary, Philadelphia College Settlement, 1918-.
- ISTAR ALIDA HAUPT, Roland Park, Md.
Psychology; Social Economy and Social Research, 1917-19.
Practicum: The Juvenile Court, Philadelphia, Pa.
Preparation: A.B., Bryn Mawr College, 1917, and A.M., 1918; Bryn Mawr College, 1918-19.
Experience: Assistant Demonstrator in Applied Psychology, Bryn Mawr College, 1918-19.
- ELIZABETH HAYS, 5555 Berlin Avenue, St. Louis, Mo.
Carola Woerishoffer Scholar in Social Economy and Social Research and Scholar in Social Economy (Industrial Supervision and Employment Management), June, 1918-June, 1919.
Practicum: Winchester Repeating Arms Company, New Haven, Conn.; The United States Cartridge Company, Lowell, Mass.; The American Pulley Company, Philadelphia, Pa.

Preparation: A.B., Smith College, 1909; Student in music, 1910-13; Course in Washington University, 1911-12; Northwestern University, summer, 1916; Harvard Summer School, 1915; Bryn Mawr College, 1918-19.
Experience: Charge of book room, Mary Institute, St. Louis, 1914; Teacher of English, History and Latin, Mary Institute, 1914-18.

HARRIET LAURA HERRING, Kinston, N. C.
Scholar in Social Economy (Industrial Supervision and Employment Management), June, 1918-February, 1919.

Practicum: The Winchester Repeating Arms Company, New Haven, Conn.; The United States Cartridge Company, Lowell, Mass.; The United States Employment Service, Philadelphia, Pa.

Preparation: A.B., Meredith College, 1913; A.M., Radcliffe College, 1918; University of California, summer, 1915; University of North Carolina, summer, 1916; Bryn Mawr College, 1918-19.

Experience: Teacher of History and Government, High School, Scotland Neck, N. C., 1914-15; Teacher of History and English, Chowman Institute, Murfreesboro, N. C., 1915-17; Employment Manager, Roxford Knitting Mill, Philadelphia, Pa., 1919-.

HELEN RUTH HIBBARD, New Haven, Conn.
Carola Woerishoffer Scholar in Social Economy and Social Research, 1916-18.

Practicum: Social Service Department, Pennsylvania Hospital; Bryn Mawr Community Center.

Preparation: A.B., Wellesley College, 1894, and Graduate Student, 1915-16; Bryn Mawr College, 1916-18.

Experience: Teacher, Miss Williams School, Worcester, Mass., 1894-95; Teacher, Monson Academy, Mass., 1895-99; Teacher, Hillside School, Norwalk, Conn., 1900-01; Assistant, Bryn Mawr Community Center, 1917-18; Field Worker, American Red Cross, Mass., 1918-.

CATHERINE UTLEY HILL,* Bridgeport, Conn.
Social Economy and Social Research, 1917-18.

Preparation: A.B., Bryn Mawr College, 1907, and A.M., 1918.

Experience: Teacher of Biblical Literature, Brooklyn Young Women's Christian Association, 1899-1901; Industrial Secretary, Brooklyn Young Women's Christian Association, 1899-1901, and 1905-1910; Head of the East New York Settlement House, summer of 1906; Worker in France, Young Men's Christian Association, 1918-.

GWENDOLYN HUGHES, Norfolk, Neb.
Susan B. Anthony Scholar in Social Economy and Social Research, 1918-19.

Preparation: A.B., University of Nebraska, 1916, and A.M., 1917. Scholar in Sociology, University of Nebraska, 1916-17, and Fellow, 1917-18; Bryn Mawr College, 1918-19.

Experience: Assistant, Child Welfare Department, Lincoln Public Schools, 1917-18.

MILDRED CLARK JACOBS, Philadelphia
Carola Woerishoffer Scholar in Social Economy and Social Research, 1916 and 1916-17.

Practicum: Society for Organizing Charity, Philadelphia.

Preparation: A.B., Bryn Mawr College, 1916, and A.M., 1917; Graduate Student in Applied Psychology, Bryn Mawr College, 1917-18.

Experience: Assistant Demonstrator in Applied Psychology, Bryn Mawr College, 1917-18.

CAROLYN MATILDA KRANZ, Hendersonville, Tenn.
Scholar in Social Economy (Industrial Supervision and Employment Management), February-October, 1919.

Practicum: The Barrett Manufacturing Company, Philadelphia, Pa.

Preparation: A.B., George Peabody College for Teachers, 1911; University of Georgia, summer, 1917; Bryn Mawr College, 1919.

Experience: Teacher of languages, Central High School, Gallatin, Tenn., 1913-18; Assistant Registrar, Peabody College, summers, 1913 and 1914; Clerk, United States Federal Food Administrator's Office, Nashville, Tenn., summer, 1918.

* Mrs. George Edwin Hill.

- MABLE MAY KROH, Moscow, Idaho
Scholar in Social Economy (Industrial Supervision and Employment Management), February-October, 1919.
Practicum: Fayette R. Plumb Company, Philadelphia, Pa.; Art-in-Buttons, Rochester,, N. Y.
Preparation: A.B., University of Idaho, 1912, Graduate Student, 1917-18; Bryn Mawr College, 1919.
Experience: Teacher, rural schools, 1912-13 and 1914-15; grade schools, 1913-14 and 1916-17; Republican candidate for County Treasurer, 1918.
- NAOMI LIGHT, 1419 Massachusetts Street, Lawrence, Kan.
Scholar in Social Economy (Industrial Supervision and Employment Management), June, 1918-February, 1919.
Practicum: Lewis Manufacturing Company, Walpole, Mass.; University of Pennsylvania Hospital Social Service Department, social case work; The United States Employment Service, Philadelphia, Pa.
Preparation: A.B., University of Kansas, 1914, and A.M., 1915; Bryn Mawr College, 1918-19.
Experience: Four summers' industrial experience, 1910-14; teacher of English, High School, 1916-17-18; Assistant in the Industrial Accident Ward of the Episcopal Hospital, Philadelphia, 1919-.
- IRMA CAROLINE LONEGREN, Portland, Ore.
Special Scholar in Social Economy, 1918-19.
Practicum: The Municipal Court, Philadelphia, Pa.
Preparation: A.B., Reed College, 1915; Bryn Mawr College, 1918-19.
Experience: Probation Officer and Statistician, Juvenile Court, Portland, 1915-18.
- CATHERINE MCCAUSLAND, Cambridge, Mass.
Scholar in Social Economy (Industrial Supervision and Employment Management), February-October, 1919.
Practicum: The Aberfoyle Manufacturing Company, Philadelphia, Pa.; Walter Dill Scott Company, Philadelphia.
Preparation: A.B., Mount Holyoke College, 1918; University of Chicago, 1914-15, and summer, 1918; Bryn Mawr College, 1919.
Experience: Social Service (Civilian Relief) with Red Cross, Boston, two months, 1918.
- DOROTHY McDOWELL, 5923 Walnut Street, Philadelphia
Scholar in Social Economy (Industrial Supervision and Employment Management), February-October, 1919.
Practicum: The Sutro Hosiery Company, Philadelphia, Pa.; The Miller Lock Company, Philadelphia, Pa.
Preparation: A.B., Mount Holyoke College, 1918; Bryn Mawr College, October 1918-October, 1919.
- AMELIA KELLOGG MACMASTER, Elizabeth, N. J.
Graduate Scholar in Philosophy; Social Economy and Social Research, 1917-18.
Bryn Mawr-Intercollegiate Community Service Association Joint Fellow in Social Economy and Social Research, 1918-19.
Practicum: College Settlement, Philadelphia, Pa.
Preparation: A.B., Bryn Mawr College, 1917, and A.M., 1918.
Experience: Primary Teacher, Public School, Closter, N. J., 1904-05; Kindergartner, Public Schools, Newark, N. J., 1905-Feb., 1912, and 1912-13; Summer School Teacher, Newark, N. J., 1906, 1908, 1911, and 1913-16; Playground Teacher, Newark, N. J., summers, 1914-16; Tutor in English, Bryn Mawr College, 1915-19.
- FLORENCE REYNOLDS MASON, Elmira, N. Y.
Scholar in Social Economy (Industrial Supervision and Employment Management), February-October, 1919.
Practicum: The A. M. Collins Company, Philadelphia, Pa.
Preparation: A.B., Elmira College, 1918; Bryn Mawr, 1919.
Experience: Case worker, Elmira Federation for Social Service, six months, 1918; two summers' work, operator, in a manufacturing plant.

- MARGARET MONTAGUE MONROE, Asheville, N. C.
Fellow in Psychology; Social Economy.
Practicum: The Juvenile Court, Philadelphia, Pa.
Preparation: A.B., Mount Holyoke College, 1915; Barnard College, Columbia University, 1911-13; Bryn Mawr College, 1918-19.
- BERTHA MOREHOUSE, Franklin, Ohio
Scholar in Social Economy (Industrial Supervision and Employment Management), February-October, 1919.
Practicum: The Midvale Steel Company, Philadelphia, Pa.
Preparation: A.B., Ohio Wesleyan, 1914; Ohio Northern University, summer, 1915; Bryn Mawr College, 1919.
Experience: Teacher of English, Government Schools, Porto Rico, 1912-13; teacher of English and Latin, Union Township High School, Mt. Cory, O., 1914-16; teacher of English and Latin, Brown Township High School, Kilbourne, O., 1916-17; teacher of Spanish and Latin, Franklin High School, Franklin, O., 1917-19.
- MARY FRANCES NEARING, Philadelphia
Social Economy and Social Research, 1915-16.
Preparation: A.B., Bryn Mawr College, 1909; Bryn Mawr College, 1915-18.
Experience: Teacher of English, St. Margaret's School, Waterbury, Conn., 1910-11; Secretary and Athletic Director, Miss Walker's School, Lakewood, N. J., 1911-13; Social Service Worker, Philadelphia, 1913-14; Warden of Rockefeller Hall, Bryn Mawr College, 1914-18.
- INEZ MAY NETERER, Seattle, Wash.
Carola Woerishoffer Scholar in Social Economy and Social Research, 1916-17.
Gamma Phi Beta Sorority Social Service Fellow of the Association of Collegiate Alumnae. Social Economy and Social Research; Education, 1917-18.
Fellow in Education, 1918-19.
Practicum: Philadelphia Children's Bureau; Bryn Mawr Community Center.
Preparation: B.S., Mills College, 1916. Student, University of Washington, summer session, 1914. Bryn Mawr College, 1916-19.
Experience: Psychological Expert, Seattle Public Schools, Seattle, Washington, 1919-.
- ESTELLE GENEVA NISSON, Santa Ana, Calif.
Scholar in Social Economy (Industrial Supervision and Employment Management), October, 1918-June, 1919.
Practicum: John Wanamaker Store, Philadelphia, Pa.; The Hood Rubber Company, Watertown, Mass.; William Filene Sons, Boston, Mass.
Preparation: A.B., Stanford University, 1918; Pomona College, 1914-15; University of California, 1915-16; Bryn Mawr College, 1918-19.
Experience: Investigator, Retail Research Association, New York City, 1919-.
- HAZEL GRANT ORMSBEE, Ithaca, N. Y.
Carola Woerishoffer Scholar in Social Economy and Social Research; Psychology, 1915-16.
Carola Woerishoffer Fellow in Social Economy and Social Research; Psychology, 1916-17.
Social Economy and Social Research, 1917-18.
Practicum: Bureau of Compulsory Education, Philadelphia.
Preparation: A.B. Cornell University, 1915; Bryn Mawr College, 1915-18.
Experience: Assistant, White-Williams Foundation, Philadelphia, 1917-.
- HELEN SCHUYLER OPP, Plymouth, Pa.
Scholar in Social Economy (Industrial Supervision and Employment Management), June, 1918-February, 1919.
Practicum: The McElwain Shoe Company, Manchester, N. H.; Winchester Repeating Arms Company, New Haven, Conn.; Edward G. Budd Motor Manufacturing Company, Philadelphia, Pa.

Preparation: A.B., Goucher College, 1909; Cornell University, summer, 1911; University of Pennsylvania, 1914-17 (one course each year); Bryn Mawr College, 1918-19.
Experience: Teacher, High School, Kingston, Pa., 1910-12; teacher, High School, Lewis-town, Pa., 1912-13; teacher, West Philadelphia High School for Girls, 1913-18; Director of Research Department, Semet-Solway Company, Syracuse, N. Y., 1919-.

JEANETTE CAROLINE OWENS, Lewisburg, Pa.
Scholar in Social Economy (Industrial Supervision and Employment Management), June, 1918-February, 1919.
Practicum: General Electric Company, Lynn, Mass.; The Fayette R. Plumb Company, Philadelphia.

Preparation: Bachelor of Biological Science, Bucknell University, 1917; Bryn Mawr College, 1918-19.
Experience: Teacher, High School, Stroudsburg, Pa., 1917-18; Assistant to Employment Manager, Sun Shipbuilding Company, Chester, Pa., 1919-.

LAURA BELL PADDOCK, . . . 2318 Dupont Avenue, North, Minneapolis, Minn.
Scholar in Social Economy (Industrial Supervision and Employment Management), October, 1918-June, 1919.
Practicum: The American International Shipbuilding Company, Hog Island, Philadelphia, Pa.; Plimpton Press, Norwood, Mass.; Bird & Co., Walpole, Mass.

Preparation: A.B., University of Minnesota, 1910; Bryn Mawr College, 1918-19.
Experience: Assistant Principal, Mora High School, Minn., 1910-12; Principal, Monticello High School, Minn., 1912-13; Principal, Delano High School, Minn., 1913-18; Industrial Research Worker, A. M. Collins Company, Philadelphia, 1919-.

GLADYS LOUISE PALMER, . . 2244 North Twenty-ninth Street, Philadelphia
Carola Woerishoffer Scholar in Social Economy and Social Research, 1917-18.

Preparation: A.B., Barnard College, 1917; Bryn Mawr, 1917-18.
Experience: Secretary, Carola Woerishoffer Graduate Department, Bryn Mawr College, 1918-19; Reader (elect), 1919-.

ELINOR PANCOAST, Big Spring, Tex.
Scholar in Social Economy (Industrial Supervision and Employment Management), October, 1918-June, 1919.
Practicum: Notaseme Hosiery Company, Philadelphia, Pa.; Scovill Manufacturing Company, Waterbury, Conn.; Acme Wire Company, New Haven, Conn.

Preparation: Ph.B., University of Chicago, 1917; University of Texas, 1911-13, and summer, 1916; Bryn Mawr College, 1918-19.
Experience: Teacher of Latin and History, High School, Henrietta, Texas, 1913-16; teacher of Latin, High School, Wichita Falls, Texas, 1917-18; Clerk, Hotel Cole, Big Spring, Texas, summers, 1914 and 1915, and assistant manager, summer, 1918.

HELEN ROSS, Columbia, Mo.
Susan B. Anthony Memorial Scholar in Social Economy and Social Research, and Politics, 1917-18.

Preparation: A.B. and B.S., University of Missouri, 1911; Graduate Student, University of Missouri, 1916-17; Bryn Mawr College, 1917-18.
Experience: Teacher of Latin and English, High School, Independence, Mo., 1911-16; Teacher of English and Supervisor, Evening School for Immigrants, Jewish Educational Institute, Kansas City, Mo., 1911-15; Teacher of English and History, High School, Columbia, Mo., 1916-17; Agent, United States Railway Administration, Women's Service Section, Division of Labor, 1918.

MARY CHRISTINE SCHAUFFLER, New Philadelphia, O.
Scholar in Social Economy (Industrial Supervision and Employment Management), February-October, 1919.
Practicum: The Miller Lock Company, Philadelphia, Pa.

Preparation: A.B., Western Reserve University, 1910; Columbia University, summer, 1914; University of Chicago, summer, 1911 and summer, 1916; Bryn Mawr College, 1919.
Experience: Teacher of English and Mathematics, High School, New Philadelphia, Ohio, 1910-17; head of English work, High School, New Philadelphia, Ohio, 1917-18.

MARIE SCHOELL, Chartres (Eure-et-Loire), France
French Scholar in Education; Social Economy; Social Research,
 1917-18.

Preparation: Certificat d'Aptitude, Sorbonne, 1914; Diplome d'Anglais, University of Bordeaux, 1917. Bryn Mawr College, 1917-18.

Experience: Teacher of English, College de Garçons and Ecole Primaire Superieure de Filles, Brioude (Haute-Loire), France, 1915-16; Teacher, Phoebe Anne Thorne Model School, Bryn Mawr, 1918-.

EVELYN STADLER, 5108 Maple Avenue, St. Louis, Mo.
Scholar in Social Economy (Industrial Supervision and Employment Management), February-October, 1919.

Practicum: Notaseme Hosiery Company, Philadelphia, Pa.; Art-in-Buttons Company, Rochester, N. Y.

Preparation: Pension at Heasling, Dresden, Germany, 1911-12; Harris Teachers College, St. Louis, 1913-15; University of Missouri, 1917-19, B.S. in Education, 1919;

Experience: Substitute teacher, St. Louis Public Schools, 1915-16; teacher, Emerson School, St. Louis, 1916-17.

KATHERINE BEATRICE STELLE, Upland, Pa.
Scholar in Social Economy (Industrial Supervision and Employment Management), October, 1918-June, 1919.

Practicum: The Atlantic Refining Company, Philadelphia, Pa.; The Winchester Repeating Arms Company, New Haven, Conn.; Acme Wire Company, New Haven, Conn.

Preparation: A.B., Mount Holyoke College, 1918; Bryn Mawr College, 1918-19.

Experience: Employment Department, The Aberfoyle Manufacturing Company, Philadelphia, Pa.

MARGARETTA PRICE STEVENSON, Leavenworth, Kan.
Social Economy; Social Research; Politics, 1918-19.

Practicum: The Bryn Mawr Community Center.

Preparation: A.B., University of Kansas, 1918; Bryn Mawr College, 1918-19.

Experience: Organization of Community Work, Wamego, Kansas, and Teacher of Latin and English, Wamego High School, 1919-.

HALLIE UNA STILES, Detroit, Mich.
Scholar in Social Economy (Industrial Supervision and Employment Management), October, 1918-June, 1919.

Practicum: The Barrett Manufacturing Company, Philadelphia, Pa.; Pennsylvania Department of Labor and Industry, Factory Inspection, Philadelphia, Pa.; United States Employment Service, Philadelphia, Pa.

Preparation: A.B., Albion College, 1916; Bryn Mawr College, 1918-19.

Experience: Librarian, Detroit Young Women's Christian Association, 1916-17; and Industrial Secretary, 1917-18; assistant bookkeeper and stenographer, Peoples Exchange Bank, Russellville, Ark., 1908-12; shop practice, American Car and Foundry, Detroit, summer, 1918; Employment Manager, Notaseme Hosiery Company, 1919-.

FRANCES HOWARD TETLOW, Southbridge, Mass.
Social Economy; Social Research; Politics, 1915-16.

Social Economy and Social Research, 1917-18.

Practicum: Philadelphia Women's Trade Union League.

Preparation: A.B., Radcliffe College, 1908; Graduate Student, University of Wisconsin, 1916-17.

Experience: Teacher of English, the Winsor School, Boston, 1909-15; Executive Secretary, Pennsylvania Committee on Women in Industry, 1917-18; Assistant Employment Manager, American Optical Company, Southbridge, Mass., 1918-.

AMEY EATON WATSON,* Haverford, Pa.

* Mrs. Frank D. Watson.

Social Economy and Social Research; Psychology and Education,
 1915-19.

Preparation: A.B., Women's College in Brown University, 1907; A.M., University of Pennsylvania, 1910; Graduate Student, Columbia University, 1913-14; Bryn Mawr College, 1915-19.

Experience: Teacher, Miss Wheeler's School, Providence, R. I., 1907-08; Visitor, New York Association for Improving the Condition of the Poor, 1908-09; Research Worker, Eugenics Record Office, Cold Spring Harbor, N. Y., 1910-11; Research Worker, Agricultural College, Logan, Utah, 1911-12; Instructor, Department of Social Science, University of Utah, 1912; Chairman, Philadelphia Conference on Parenthood, 1915-; Special Agent, Federal Children's Bureau, 1916-.

DOROTHY VIVIAN WESTON, New York City
*Carola Woerishoffer Scholar in Social Economy and Social Research
 and College Settlements Association Joint Fellow, 1915-16.
 Practicum:* Philadelphia College Settlement.

Preparation: A.B., Bryn Mawr College, 1914, and A.M., 1916.

Experience: Resident, College Settlement of New York City, 1914-15; Director of Girls' Work, Jan Hus Neighbourhood House, New York City, 1916-17; Head-Resident, Jan Hus Neighbourhood House, New York City, 1917-18.

JEANETTE OLIVIA WHITE, Oklahoma City, Okla.
*Scholar in Social Economy (Industrial Supervision and Employment
 Management), June, 1918-February, 1919.
 Practicum:* The Hood Rubber Company, Watertown, Mass.; The
 United States Employment Service, Philadelphia, Pa.

Preparation: A.B., University of Missouri, 1917; University of Oklahoma, summer, 1916; Bryn Mawr College, 1918-19.

Experience: Teaching, 1917-18; Investigator, Industrial Section of the Young Women's Christian Association, 1919-.

MILDRED MCCREARY WILLARD, Merion, Pa.
*Graduate Scholar in Psychology; Social Economy and Social Research,
 1917-18.*

Preparation: A.B., Bryn Mawr College, 1917; Student, University of Pennsylvania, summer session, 1916; Bryn Mawr College, 1917-18.

Experience: Teacher of Abnormal Children, Bryn Mawr School for Individual Development, Rosemont, Dec., 1917-18; Assistant Employment Manager, Strawbridge and Clothier Store, Philadelphia, Pa., 1918-.

MARGARET THOMPSON WELLS WOOD, Summit, N. J.
*Scholar in Social Economy (Industrial Supervision and Employment
 Management), October, 1918-June, 1919.*

Practicum: A. M. Collins Company, Philadelphia, Pa.; Industrial
 Division, Young Women's Christian Association.

Preparation: A.B., Mount Holyoke College, 1906; Bryn Mawr College, 1918-19.

Experience: Instructor, Mathematics and Biology, Ellsworth College, Iowa Falls, Iowa, 1906-08; Instructor, College Entrance Mathematics, Gilbert School, Winsted, Conn., 1908-11; Instructor, College Entrance Mathematics, High School, New Britain, Conn., 1913; Instructor in Mathematics and Vice-Principal, High School, Derby, Conn., 1913-18; work in mills, summers, 1900-1917; Director Department of Industrial Employment, National Board, Young Women's Christian Association, New York City, 1919-.



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